

# THE VIRGINIA TEACHER

VOLUME III, No. 4

APRIL, 1922

SUPPLEMENT No. 2

## STATE NORMAL SCHOOL

HARRISONBURG, VIRGINIA



## ANNUAL CATALOG

1922-23

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FALL QUARTER BEGINS SEPTEMBER 20

WINTER QUARTER BEGINS JANUARY 3

SPRING QUARTER BEGINS MARCH 20

THE MCCLURE CO. INC., PRINTERS, STAUNTON, VA.



VOL. III, No. 4

April, 1922

## THE VIRGINIA TEACHER

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SUPPLEMENT No. 2

# State Normal School for Women

HARRISONBURG, VIRGINIA

*"That our daughters may be as corner-stones, polished after  
the similitude of a palace."*



Register for 1921-1922

Announcements for 1922-1923

Fourteenth Year Begins September 20, 1922

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Published by the State Normal School for Women, at Harrisonburg, Virginia. Issued twelve times a year. Entered as second-class matter March 13, 1920, at the Postoffice at Harrisonburg, Virginia, under the Act of March 3, 1879.

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## ACADEMIC CALENDAR

- 1922 September 20, Wednesday—Fall Quarter begins.  
December 20, Wednesday—Fall Quarter ends.
- 1923 January 3, Wednesday—Winter Quarter begins.  
March 19, Monday—Winter Quarter ends.  
March 20, Tuesday—Spring Quarter begins.  
June 5, Tuesday—Spring Quarter ends.  
June 18, Monday—First Term, Summer Quarter, begins.  
July 27, Friday—First Term, Summer Quarter, ends.  
July 30, Monday—Second Term, Summer Quarter, begins.  
August 31, Friday—Second Term, Summer Quarter, ends.  
September 19, Wednesday—Fall Quarter begins.



## THE VIRGINIA NORMAL SCHOOL BOARD

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MR. GEORGE L. TAYLOR .....	<i>Big Stone Gap, Wise County</i>
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HON. MERRITT T. COOKE .....	<i>Norfolk</i>
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MISS J. KATHERINE COOK .....	<i>Roanoke</i>
MR. E. O. LARRICK .....	<i>Middletown, Frederick County</i>
HON. VIRGINIUS R. SHACKELFORD ...	<i>Orange, Orange County</i>
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MISS BELLE WEBB .....	<i>Prince George, Prince George County</i>
MR. BEN. W. MEARS .....	<i>Eastville, Northampton County</i>
MR. GEORGE M. WARREN .....	<i>Bristol</i>
HIS EXCELLENCY, E. LEE TRINKLE .....	<i>Richmond</i> <i>(Governor of Virginia, ex-officio)</i>
HON. HARRIS HART .....	<i>Richmond</i> <i>(State Superintendent of Public Instruction, ex-officio)</i>

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## OFFICERS OF THE BOARD

HON. VIRGINIUS R. SHACKELFORD .....	<i>President</i>
MR. W. CLYDE LOCKER .....	<i>Vice-President</i>
HON. ROBERT K. BROCK .....	<i>Secretary-Auditor</i>

All correspondence concerning this school should be addressed to Samuel P. Duke, President of the school, Harrisonburg, Virginia, and not to an officer or member of The Virginia Normal School Board.

## OFFICERS OF ADMINISTRATION

---

SAMUEL P. DUKE, A. B., A. M.

*President*

WALTER J. GIFFORD, A. B., A. M., PH. D.

*Dean*

HENRY A. CONVERSE, B. A., PH. D.

*Registrar*

JAMES C. JOHNSTON

*Secretary of the Faculty*

AMY J. STEVENS, B. S.

*Librarian*

NATALIE LANCASTER, B. S.

*Social Director*

GRACE A. MCGUIRE, B. S.

*Dietitian and Director of the Dining Hall and Dormitories*

GEORGE W. CHAPPELEAR, JR., B. S., M. S.

*Manager of Buildings and Grounds*

THOMAS C. FIREBAUGH, M. D.

*School Physician*

RUTH C. PANNILL, R. N.

*School Nurse*

JULIA T. SPRINKEL

*Treasurer*

ALMA L. REITER

*Secretary to the President*

J. ELEANOR SUBLETT

*Secretary to the Dean and Registrar*

BLANCHE T. DETER

*Postmistress and Clerk*

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## STANDING COMMITTEES OF THE FACULTY

*Admission and Classification:* DR. CONVERSE, MR. JOHNSTON, DR. GIFFORD, MISS BRINTON, AND MR. LOGAN.

*Courses of Study:* DR. GIFFORD, MISSES ANTHONY, BRINTON, SEEGER, AND MR. DINGLELINE.

*Alumnae Relations:* DR. WAYLAND, MR. JOHNSTON, MISSES CLEVELAND, LANCASTER, AND HOFFMAN.

*Literary Societies:* MR. CHAPPELEAR, DR. WAYLAND, MISSES HOFFMAN AND MACKEY, AND MR. LOGAN.

*Physical Welfare:* MISSES HUDSON, MCGUIRE, WILSON, FRANKE AND PANNILL.

*Publication:* MR. LOGAN, MISS STEVENS, DR. CONVERSE, MR. JOHNSTON, AND DR. GIFFORD.

*Public Exercises and Entertainment:* MISSES HUDSON, LANCASTER, SHAEFFER, MCGUIRE, AND DAY.

*Religious and Social Welfare:* MISS LANCASTER, MISS GLEASON, MISS SEEGER, MRS. MOODY, AND MISS WILSON.

*Student Publications:* MISSES CLEVELAND AND MACKEY, MR. JOHNSTON, MISS DAY, AND MR. DINGLELINE.

*Appointment Committee:* DR. GIFFORD, DR. CONVERSE, MISSES ANTHONY AND SEEGER, AND MRS. MOODY.



## FACULTY

(Arranged in order of seniority of appointment)

SAMUEL PAGE DUKE, A. B., A. M.

*President*

A. B., Randolph-Macon College; A. M., Teachers College, Columbia University; instructor, Willie Halsell College, Oklahoma; principal, Chase City High School; conductor Summer Normal Institute, Chase City; principal Richmond City Schools; instructor Richmond Summer Schools; director Department of Education and Training School, State Normal School, Farmville; State Supervisor of High Schools for Virginia; Harrisonburg, 1919—.

JOHN WALTER WAYLAND, A. B., PH. D.

*History and Social Sciences*

A. B., Bridgewater College; Ph. D., University of Virginia; instructor, Bridgewater College, Jefferson School for Boys, University of Virginia, Summer School of the South; author of *A History of Rockingham County, How to Teach American History, History Stories for Primary Grades, History of Virginia*, etc.; State Normal School, Harrisonburg, 1909—.

ELIZABETH PENDLETON CLEVELAND, A. B.

*English and French*

A. B., Hollins College; instructor, Hollins College, Ouachita College, Central College; principal of high school; lady principal, Central College; State Normal School, Harrisonburg, 1909—.

NATALIE LANCASTER, B. S.

*Mathematics*

Graduate, State Normal School, Farmville, Virginia; student, University of Virginia, Harvard University, summer terms; scholar in mathematics, Teachers College; B. S., Columbia University; instructor, State Normal School, Farmville, Virginia; State Normal School, Harrisonburg, 1909—.

JAMES CHAPMAN JOHNSTON

*Chemistry and Physics*

Student, Mercersburg Academy, George Washington University, Georgetown University, Johns Hopkins University; instructor, Mercersburg Academy, Harrisonburg High School; principal, Harrisonburg High School; State Normal School, Harrisonburg, 1909—.

MARGARET VANCE HOFFMAN, B. A.

*Latin and Piano Music*

Graduate, Massanutten Academy; B. A., Hood College; student, Syracuse University, summer term; instructor, Claremont College; State Normal School, Harrisonburg, 1911—.

RUTH SMOOT HUDSON, B. O.

*Expression*

Graduate, Luray College; B. O., Bard-Avon School of Expression; student, Syracuse University, summer term; instructor, Fort Loudoun Seminary, Richmond Woman's College; State Normal School, Harrisonburg, 1911—.

MARY LOUISE SEEGER, B. S.

*Education and Director of Kindergartens*

Diploma, Kindergarten Training School, Indianapolis, Indiana; Diploma in kindergarten supervision, Teachers College; B. S., Columbia University; director of kindergartens, Michigan City, Indiana; instructor State Normal School, Frostburg, Maryland; State Normal School, Harrisonburg, 1913—.

FRANCES ISABEL MACKEY

*Manual Arts*

Graduate, State Normal School, Harrisonburg; student, University of Virginia and Columbia University summer terms; teacher in rural schools; State Normal School, Harrisonburg, 1913—.

EDNA TROUT SHAEFFER

*Piano, Organ, and School Music*

Pupil of Dennee, New England Conservatory of Music, Boston; student in school music and pipe organ, Teachers College; instructor in piano, pipe organ, and theory, Athens College, Alabama; teacher of private pupils; State Normal School, Harrisonburg, 1915—.

PEARL POWERS MOODY, B. S.

*Home Economics*

Graduate, Tuscaloosa Female College; student, University of Alabama; student, Summer School of the South; graduate, State Normal School, Florence, Alabama; B. S., George Peabody College for Teachers; teacher in public schools, Alabama; State Normal School, Harrisonburg, 1916—.

RAYMOND CARLYLE DINGLEDINE, B. S., M. S.

*History and Social Sciences*

B. S., M. S., University of Virginia; student, Johns Hopkins University; instructor, Jefferson School for Boys, University of Virginia, Johns Hopkins University; State Normal School, Harrisonburg, 1916—.

ETHEL SPILMAN, A. B.

*Geography*

A. B., Presbyterian College for Women, North Carolina; student, University of North Carolina, summer term, and Summer School of the South; teacher, Lynwood College, and public schools, North Carolina; critic teacher, State Normal School, Harrisonburg, 1911—; instructor in geography, 1917—.

GEORGE WARREN CHAPPELEAR, JR., B. S., M. S.

*Biology and Agriculture*

B. S., M. S., Virginia Polytechnic Institute; instructor in agronomy, Virginia Polytechnic Institute; instructor in science and mathematics, Miller Manual Labor School; State Normal School, Harrisonburg, 1918—.

KATHERINE MINER ANTHONY, B. S.

*Education and Director of the Training School*

Graduate, State Normal School, Livingston, Alabama; B. S., George Peabody College for Teachers; Summer Sessions University of Tennessee, Lake Chautauqua, N. Y., and Teachers College, Columbia University; Teacher Public Schools, Pratt City, Alabama; Head Department of Education, State Normal School, Livingston, Alabama; Supervisor Intermediate Grades, Elementary School, and Professor of Psychology, South East Missouri State Teachers College, Cape Girardeau, Missouri; Harrisonburg, 1919—.



HENRY A. CONVERSE, B. A., PH. D.

*Mathematics*

B. A., Hampden-Sidney College; Ph. D., Johns Hopkins University; instructor in mathematics, Shenandoah Valley Academy, Winchester, Virginia; instructor in mathematics, Johns Hopkins University; professor of mathematics, Davis-Elkins College; instructor in the University of Virginia Summer School; head of department of mathematics, Baltimore Polytechnic Institute; Harrisonburg, 1912—.

WALTER JOHN GIFFORD, A. B., A. M., PH. D.

*Education*

A. B., Oberlin College; instructor, Windom Institute, Minnesota; research scholar, Teachers College; A. M., Columbia University; professor of education, College of Wooster; assistant in education, Teachers College; Ph. D., Columbia University; associate professor of education, Goucher College; educational director, War Work Council Y. M. C. A.; author of *Historical Development of the New York State High School System*, *A Syllabus in Psychology*; State Normal School, Harrisonburg, 1919—.

CONRAD TRAVIS LOGAN, A. B., A. M.

*English*

A. B., Randolph-Macon College; A. M., Columbia University; graduate student, Teachers College, N. Y.; graduate student, University of Cincinnati; diploma in supervision of English, Teachers College, N. Y.; instructor, The Danville (Virginia) School; chairman of English department, Hughes High School, Cincinnati; teacher of English, Horace Mann School for Boys, Teachers College, New York; State Normal School, Harrisonburg, 1919—.

GRACE ADELLE MCGUIRE, B. S.

*Institutional Management*

Graduate, Colorado State College; B. S., Teachers College, Columbia University; dietitian, Colorado Fuel and Iron Company's Hospital, Pueblo, Colorado; demonstration lecturer, and superintendent of Model Kitchen and Pantry Stores Department, Colorado State Fair, Pueblo; teacher, Domestic Art, Colorado and Texas Chautauqua, Boulder, Colorado; teacher, Domestic Science and Domestic Art, Berkeley Institute, Brooklyn; dietitian and house supervisor, New Rochelle Hospital, New Rochelle, N. Y.; dietitian overseas with the A. E. F., Medical Department, U. S. Army, 1918-19; State Normal School, Harrisonburg, 1919—.

MRS. W. G. LE HEW, B. S.

*Writing*

Student, Valparaiso University; B. S., State Normal School, Harrisonburg; teacher and principal, Public Schools of Illinois and Virginia; teacher, Harrisonburg City Schools; instructor, Harrisonburg Normal School, summer session; Harrisonburg, 1919—.

VIRGINIA ZIRKLE BROCK, B. S.

*Home Economics*

Diploma, State Normal School, Harrisonburg; B. S., State Normal School, Harrisonburg; instructor, home economics, State Normal School, Harrisonburg; summer session, 1919, Harrisonburg, 1919—.

GRACE BRINTON, PH. B., M. A.

*Home Economics*

Ph. B., University of Chicago; M. A., Teachers College, Columbia University; instructor, State Normal School, Superior, Wisconsin; head Home Economics Department, Laurel School, Cleveland, Ohio; instructor Foods and Nutrition, Normal School, San Jose, Cal.; Dean Home Economics Department, Bradley Polytechnic Institute, Peoria, Ill.; Teacher of Dietetics in St. Francis Hospital, Peoria, Ill.; dietitian, Lakeside Hospital, Cleveland, Ohio; Harrisonburg, 1920—.

MYRTLE LEONE WILSON, B. S.

*Home Economics*

Graduate of Michigan State Normal College, Ypsilanti; B. S., Teachers College, Columbia University; supervisor Home Economics, Public Schools, Little Rock, Ark.; State Extension work, Arkansas; instructor in Dietetics, City Hospital and St. Luke's Hospital, Little Rock, Arkansas; Harrisonburg, 1920—.

LOTTA DAY, PH. B., M. S.

*Home Economics*

Graduate, Indiana State Normal College, Terra Haute; Ph. B., M. S., University of Chicago; student, summer sessions, Teachers College, Columbia University; supervisor of Practice Teaching and Methods, Evansville City Normal School, Indiana State Normal College, and Montana State Teachers College, Dillon, Mont.; Harrisonburg, 1920—.

EDNA G. GLEASON, B. S.\*

*Home Economics*

Graduate Lewis Institute, Chicago; B. S., Teachers College, Columbia University; instructor, home economics Horace Mann School and State Normal School, St. Cloud, Minnesota; Harrisonburg, 1921—.

GLADYS IRENE SCHARFENSTEIN, PH. B.

*Home Economics*

Student, Teachers College, Columbia University; Ph. B., University of Chicago; Asst. Prof. Household Arts, Colorado State Teachers College; Professor and Acting Head of Home Economics Department, Stephens College, Columbia, Mo.; State Normal School, Harrisonburg, 1922—.

ALICE LEE BLACKBURN

*Music*

Student, University Virginia Summer School; student, Teachers College, New York City; Marcus Kellerman student in voice; teacher of school music, Richmond City night normal; supervising teacher of music, Richmond public schools; Harrisonburg, summer session, 1918—.

ELIZABETH TRAPPE

*Violin*

Pupil of E. Hart Bugbee, protegee Franz Kneisel; five years First Assistant Bugbee Violin School, Williamsport, Pa.; First Violinist, Williamsport Symphony Orchestra; Head Violin Department, State Normal School, Lock Haven, Pa.; Harrisonburg, 1920—.

LOUISE B. FRANKE

*Physical Education*

Graduate, Savage School for Physical Education; student, Rutgers College Summer School; instructor in Physical Education, schools in Portsmouth, Va., and Lakewood, N. J.; Playground director, Plainfield, N. J.; Gary School, Bound Brook, N. J.; Alexandria, Va.; Harrisonburg Normal School, 1921—.

\*Resigned February 1, 1922, to accept a position in home economics department of Cornell University.



AMY JANE STEVENS, B. S.

*Librarian; English*

B. S., Guilford College, North Carolina; B. S., Teachers College, Columbia University; diploma in English, Teachers College; teacher in public schools, North Carolina and Colorado; instructor in English, Tubman High School for Girls, Augusta, Georgia; instructor in English, Athens College Academy, Athens, Alabama; student in Library Science with Dr. A. F. W. Schmidt, of the Library of Congress; assistant librarian, George Washington University, Washington, D. C.; State Normal School, Harrisonburg, 1921—.

MISS F. M. NUNNALLY, R. N.\*

*School and Home Nursing*

Graduate of Stuart Circle Hospital, Richmond, Va.; Asst. Superintendent, Chesapeake & Ohio Hospital, Huntington, W. Va.; Head Nurse, West Virginia State Sanitarium, Terra Alta, W. Va.; State Normal School, Harrisonburg, 1922—.

RUTH C. PANNILL, R. N.

*School and Home Nursing*

Graduate, Johnston-Willis Sanitorium, Richmond, Va.; Harrisonburg Normal School, 1921—.

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## TRAINING SCHOOLS

WILLIAM HAMPTON KEISTER

*Superintendent of City Schools*

Student, Washington and Lee University, University of Virginia, summer term, Summer School of the South; instructor and assistant registrar, University Summer School; principal, Harrisonburg public schools; superintendent of Harrisonburg City public schools; State Normal School, Harrisonburg, 1909—.

KATHERINE MINER ANTHONY, B. S.

*Director of the Training School*

MARY LOUISE SEEGER, B. S.

*Director of Kindergartens*

MARY E. CORNELL

*First Grade*

Graduate, Miss Jennie Hunter's Kindergarten Training School, New York City; instructor in Kindergartens, Brooklyn, New York City, and Winston-Salem, N. C.; instructor, elementary grades, Winston-Salem, N. C., Albion, Mich., and Jackson, Mich.; Harrisonburg, 1920—.

LOIS CAMPBELL, A. B.

*First Grade*

A. B. Southwestern University, teacher, Public Schools, Waco, Texas; Alvin, Texas; Midland, Texas; State Normal School, Harrisonburg, 1921—.

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\*Resigned, November 1, 1921.

## VIRGINIA BUCHANAN

### *Second Grade*

Graduate, State Normal School, Harrisonburg, Virginia; Post-Graduate work, Harrisonburg Normal School, summer session; primary teacher, Fort Loudoun Seminary, Winchester Virginia; primary teacher, Chester Agricultural High School; teacher public schools, Harrisonburg, Virginia. State Normal School, Harrisonburg, 1919—.

## ZOE PORTER

### *Third Grade*

Graduate, Davenport College; student, Teachers College, Columbia University, summer; primary supervisor, Elizabeth City, and Halifax County, North Carolina; teacher, North Carolina State College; State Normal School, Harrisonburg, 1918—.

## MATTIE CLAIRE STEMBRIDGE

### *Fourth Grade*

Graduate, Georgia Normal and Industrial College, Milledgeville, Ga.; Teacher, Primary Dept., Devereux High School, Devereux, Ga.; Elementary Grades, Brewton-Parker Institute, Mt. Vernon, Ga.; Fourth Grade, Valdosta City Schools, Valdosta, Ga.; State Normal School, Harrisonburg, 1922—.

## ORRA ELIZABETH BOWMAN

### *Fifth Grade*

Student, Shenandoah Normal College, Northwestern University, University of Virginia, summer term; teacher, public schools; State Normal School, Harrisonburg, 1910—.

## VADA MAUDE WHITESEL

### *Sixth Grade*

Student, Randolph-Macon Woman's College; graduate, State Normal School, Harrisonburg; student, University of California, summer term; teacher, Richmond public schools; State Normal School, Harrisonburg, 1914—.

## ETHEL SPILMAN, A. B.

### *Junior High School*

A. B., Presbyterian College for Women, North Carolina; student, University of North Carolina, summer term, Summer School of the South; teacher, Lynwood College, public schools, North Carolina; State Normal School, Harrisonburg, 1911—.

## ELIZABETH HARNSBERGER, B. A.

### *Junior High School*

B. A., Randolph-Macon Woman's College; teacher in public high school; State Normal School, Harrisonburg, 1918—.

## FRIEDA JOHNSON

### *Junior High School*

Graduate, Harrisonburg Normal School; student, University of Virginia summer school; teacher and principal public schools, Loudoun County; Harrisonburg, 1920—.

## SALLIE H. BLOSSER

### *Rural Junior High School*

Student, Greensboro Normal College; graduate, Harrisonburg Normal School; teacher, elementary grades, Anniston, Ala.; Harrisonburg, 1920—.



## GENERAL ORGANIZATION

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### THE VIRGINIA NORMAL SCHOOL SYSTEM

The State of Virginia operates four institutions for the exclusive training of white women for the profession of teaching. These four schools are under the general control of one board of trustees, namely, The Virginia Normal School Board, the members of which (with the exception of the State Superintendent of Public Instruction and the Governor of Virginia, who are *ex-officio* members) are appointed by the Governor. Two appointments are made from the State at large, and one appointment is made from each of the ten Congressional Districts of Virginia, thus ensuring representation from every section.

The function of these schools is recognized as being the training of teachers for all grades of school work from the lowest primary through the highest secondary grade, and for all kinds of teaching and supervision in both regular and special lines.

There is naturally and properly much uniformity in the four schools, and what is said of one would in most cases apply to all four. As may be supposed, however, there are certain differences, it being very desirable for each school to have in some measure an individuality of its own. These individual differences result not so much from any marked variation in standards and not necessarily from consciously directed effort, but in most cases arise out of differences in climatic conditions, in sectional interests and needs, in equipment, and in the personal characteristics and technical abilities of instructors and administrators. It may be expected that one school will present along certain lines advantages superior to the others, growing out of the reasons stated above and in response to a worthy ambition to serve the State in the largest possible measure according to its own ability and knowledge; hence, it is considered advisable for each school to publish its own catalog, calling attention therein to its own special features.

## HISTORICAL STATEMENT

The school at Harrisonburg, the second to be established in the Virginia system of normal schools for women, was established by act of the General Assembly, March 14, 1908, and was opened to students September 28, 1909.

In the eleven years of the school, it has given instruction to about 6,500 different persons, 900 of whom have gone out as full graduates, and many hundreds of whom have gained teachers' certificates of various grades either as a result of class-work here or of preparation here for the state examinations. There is at present hardly a county or city school system in Virginia which does not include a teacher trained at this institution; hence its influence is statewide and limited to no section. No stronger appeal than this can be made for the whole-hearted support of the state.

## IDEALS OF THE SCHOOL

The normal school is a professional institution for the training of teachers. It also includes vocational features, which are intended to prepare young women for the duties of home-making and for certain gainful occupations.

This institution endeavors to maintain standards of the highest type. The students from the beginning have assisted the faculty in this respect to a marked degree. They early inaugurated an "honor system," and this was later extended in the form of a student government association to cover all phases of school life. As a result of these efforts, the students are doing much to maintain high standards of honesty in their school work and purity and honor in their daily lives.

The following will set forth in a general way some of the principles which the management endeavors to have govern the school:

1. We believe that the building of character is the chief aim of every school; hence, in the training of the teacher, the development of a strong, noble, womanly character is of first importance.

2. We believe that the personal influence of the teacher is the greatest factor in the education of the young; therefore we



must seek to develop those feelings and inspire those thoughts which will function in right conduct throughout life; and we must endeavor to remove blemishes and imperfections in personal conduct and manner of living, however trifling they may seem, which will operate so as to injure the teacher's influence for good.

3. We believe that in every grade of educational work sound scholarship is the basis of success, and we realize that conditions are such that few will come to us with sufficient foundation in subject-matter; hence it is necessary to combine academic with professional training, and to make this academic work as thorough as possible, fitting it to individual needs.

4. We believe that the greatest aim is not to acquire information simply for the purpose of knowing, but to acquire for the purpose of *teaching* to others what one knows. For this reason it is essential that the subject-matter of education be approached in a professional and critical manner, and taught with emphasis upon the method side. On the part of the normal school students, the attitude to all studies should be one of thinking and knowing rather than of mere acquisition; of interest and appreciation, not the bare performance of superimposed tasks.

5. We believe that it is not the least of our duties to cultivate in our prospective teachers a professional spirit. The teacher should be more than a time-server and a wage-seeker. We must seek a broadening and enriching of the minds of our students, the development of an impelling belief that teaching is the highest and noblest of callings, and a burning zeal to render the largest measure of service in the world.

6. We believe that certain principles of professional ethics should be adopted by all who enter the teaching profession; that among these are a recognition of the sacredness of contracts, a decided stand against questionable practices, a determination to eliminate petty jealousies and prejudices, a careful guarding of speech and daily conduct, and a constant effort to elevate the moral standards in all the relations of life.

## LOCATION

The city of Harrisonburg is situated in the heart of the beautiful Shenandoah Valley about 1,300 feet above the sea level, and has a population of 6,000. It is the county seat of Rockingham County, and is in the richest agricultural section of the Valley of Virginia. It lies about 150 miles southwest of Washington City and about the same distance northwest of Richmond. It is on the Harrisonburg division of the Southern Railway and, by means of the Chesapeake-Western, is in close reach of the Norfolk and Western system *via* Elkton, which is 18 miles distant. At Staunton—26 miles away—connection is made with the main line of the Chesapeake and Ohio Railway, and at Lexington with the James River division of the same road. An automobile bus service for the transportation of passengers is provided between Staunton and Harrisonburg.

Since climate plays a very important part in determining one's daily health, happiness, and efficiency, it must enter as a most important factor in the location of an educational institution. A clear, dry, tonic mountain climate offers the best possible stimulation for intellectual and moral development as well as physical well-being. The climate of Harrisonburg in point of healthfulness is unsurpassed in Virginia, and equalled in few sections of the world. For many years, this city has been a refuge for those seeking a healthful climate, especially in summer for residents of the tidewater sections and the eastern cities. Its location, particularly its elevation, gives complete immunity from malaria. Bracing mountain air and the purest freestone water have made it through a long series of years exempt from fevers and endemic diseases. In the immediate vicinity are a number of fine summer resorts and medicinal springs, to which people in large numbers come from all sections of America.

Competing in value with the climate is the matchless beauty of the scenery of the Valley of Virginia. From the day when Lord Spottswood and his Knights of the Golden Horseshoe climbed through the gap in the Blue Ridge and beheld this wonderful panorama of natural loveliness spread before their enraptured gaze, the admiration and praise of the world have been showered upon it. Men have traveled far and have re-



turned to say that no lovelier expanse of country can be found. This, too, is an educational asset, for, to appreciate scenic beauty and grandeur, to be uplifted by the sublimity of cloud-capped mountain ranges, to be inspired by green hills and fruitful valleys, to be thrilled by the golden glories of sunset among the everlasting hills or the autumn and spring colorings on the mountain sides, are educative experiences affecting character, lifting life permanently to a higher plane, and giving a richness and fullness which no artificial or mechanical devices of a school can impart.

With the above facts in mind, it is not surprising that a large majority of the educational institutions in Virginia, both public and private, are located in the mountain and valley section, and that students from many distant points seek such superior advantages. The number of students enrolled in the various institutions in this section of the State is overwhelmingly larger than in any other section.

The public water supply, which is used for all purposes by the school, is brought by pipe line direct from mountain streams thirteen miles away, in the vicinity of the famous Rawley Springs. This water is entirely soft and perfectly clear. Repeated analysis has failed to detect anything of an injurious character, it being always apparent that it is as nearly pure as any water can be. The greatest care is taken to prevent even the slightest contamination.

Harrisonburg claims every advantage of location, accessibility, water and sewerage, electric light, mail and telephone facilities, and proximity to white population. It enjoys a combination of healthful environment, sanitary comfort, and a wholesome social and religious atmosphere.

This section has not been affected by the great industrial development of the present, which has brought such large numbers of outsiders to some of our cities and counties. It is still Virginian in ideals and manner of living. The people are thrifty and law-abiding, and there is no admixture of foreigners and a very small number of others than native whites.

The school grounds comprise forty-nine acres of land, with a wide frontage on South Main Street. The site commands a magnificent view of the surrounding valley in every direction,

from the Blue Ridge to the Shenandoah Mountains, and adjoins one of the best residential sections of the town. The combination of city and country features makes the situation ideal for the location of an educational institution.

### BUILDINGS AND EQUIPMENT

The school plant is being built on a plan adopted at the establishment of the institution. The principal buildings are constructed of native blue-limestone, with red tile roofs, and are substantial in appearance. They are heated throughout by steam and lighted by electricity. Every precaution has been taken against fire, accident, and sickness. All rooms are outside rooms with an abundance of window space, providing excellent light and ventilation. Bedrooms are comfortably furnished, and all beds are single. Telephone connection is established in each building, for both local and long distance service. The school has its own postoffice (known as "Normal Station"), and a complete outfit has been installed for it.

*Maury Science Hall:* This building contains laboratories for physics, chemistry, biology, cooking, dietetics, housewifery, textiles, millinery and dressmaking, together with two classrooms for general work, several offices, and store-rooms. All departments in this building are provided with modern equipment.

*Harrison Hall:* This building contains a large dining hall, kitchen and pantries, a library, music assembly-room, studios, and practice-rooms, a postoffice and supply-room, a number of offices, accommodations for general administrative purposes, social rooms and assembly-room for the Young Women's Christian Association, and several classrooms. The entire equipment has been carefully selected and is of high grade in all respects.

*Jackson Hall:* This building provides twenty-three bedrooms for students, two bedrooms for officials, and a reception room. Bathrooms with the most approved fittings are placed on each floor. In the basement are several classrooms.

*Ashby Hall:* This building includes thirty-six bedrooms for students, three bedrooms for teachers and employees, a re-



ception room, a gymnasium, and locker and dressing rooms. Both tub and shower baths are provided in abundance. The gymnasium contains the necessary apparatus of the highest grade.

*Spottswood Hall:* This building contains thirty-nine bedrooms, with ample bathrooms, and a reception room.

*Alumnae Hall:* This building, constructed largely through the loyal efforts and generous contributions of the Alumnae and other friends of the school, provides a general reception hall with kitchenette and cloakroom attached, offices for student organizations, publications and an Alumnae Secretary, several guest rooms and, for the present, bedrooms for thirty students.

*Shenandoah Apartments:* The inability of the Legislature to make sufficient provision to accommodate all of the students that apply for admission at this institution made it necessary to have provided, through local capital, an additional dormitory building. This building, known as "Shenandoah Apartments," is now being built directly in front of the main quadrangle and will contain excellent rooming accommodations for fifty students. It is expected that this building will be ready for occupation by the opening of the fall term.

*Academic Building:* The rapid increase in size of the student body has made it necessary to abandon the auditorium previously provided in Harrison Hall and to erect a new academic building which contains an auditorium and additional classrooms. This building is now in course of construction and should be ready for use by the opening of the new school year.

*Cleveland Cottage:* This building is equipped as an infirmary, and is arranged so as to provide in the best way accommodations for the resident nurse and for cases of sickness.

In addition to the above buildings the plant includes a residence for the president, two barns, and a servants' cottage.

*Recent Improvements:* The Virginia Assembly at its session of 1920 appropriated funds for equipping a biological laboratory, remodeling the infirmary, completing the service building, erecting a central heating plant, a modern laundry, and improving the school grounds. These improvements have now been completed.

Ample provision is made for school gardens, with the necessary outfit for the work. An orchard gives facilities for demonstrations in fruit-growing. Equipment for poultry-raising and canning provides for practical work along these lines. Sufficient land is under cultivation to give practical demonstrations in agriculture, and this, added to the facilities just mentioned and to those of the home economics department, gives means for the development of a proper attitude to and a fair knowledge of the life and work of the farm and in the farm home. An effort is made to use the most effective methods and at the same time those which are within the reach of the average farm home.

A portion of the campus is arranged as an athletic field for tennis, field hockey, basket-ball, and other outdoor sports.

### LIBRARY

The library consists of about 7,500 carefully selected volumes, and additions are being constantly made on the recommendations of the different instructors. The departments of education, literature, history and home economics are especially well supplied with reference works. There is a good collection of technical works, and a number of the most modern books on the vital questions of the day. All the books and pamphlets of permanent value are classified in accordance with the Dewey system. The subscription list of current publications includes fifty of the best magazines in general literature and those representing special departments of school work, as well as a number of daily and weekly newspapers of Virginia.

The library is housed in a commodious room equipped with the most approved and convenient library furniture. It is open all day and in the evening on every day except Sunday. Every means is used to make it a valuable workshop for the students, who are given a series of lessons in library economy for the purpose of helping them to use the library to the best advantage, and also in order that they may obtain some idea as to the management of a library in the schools in which they may later teach.

In addition to the collection in the main library some of the departments are supplied with useful collections of books re-



lating to their particular lines of work. Reference works are thus readily available in the home economics conference room, the chemical laboratory, and some other places. These are branches of the main library.

### TRAINING SCHOOLS

The training school is an important part of the normal school. There the teacher-in-training is given the opportunity of gaining practical experience in solving various problems which will confront her when she leaves to take charge of a schoolroom.

It is obvious that the nearer the training school can approach the *actual conditions of the public school*, the better it will serve the purpose of preparing student-teachers for work in the public school. With this in view an arrangement has been made between this State Normal School and the public schools, whereby the schools of the town are used as training schools for the students of the normal school.

The public school system of Harrisonburg holds high rank according to present standards. The schools embrace a kindergarten, eight primary and grammar grades, and a four-year high school. The pupils in these schools number about 1,000. The buildings have been carefully planned, and are lighted, heated, and ventilated in the most approved manner. The equipment is modern, including a well-equipped playground.

The value to the State Normal School of thus securing a complete plant for its training work is very great; but the value of being thus enabled to offer its students facilities for observation and practice teaching *under real public school conditions* cannot be overestimated. There are no specially selected classes of pupils and no artificial environment of any sort. The teacher-in-training meets the same conditions that she will face when she takes up her work after graduation.

In their training school work the students first observe the work of skilled teachers, and then are placed in charge of a schoolroom and held responsible for the discipline and instruction, under the supervision of skilled teachers, who observe carefully their work and criticise and direct them in the meth-

ods used. The Director of the Training School assigns to their special places all students whose courses include practice teaching, and directs them as to their work. Students in the special courses will be given the opportunity of teaching their respective specialties, as far as possible.

### RURAL TRAINING SCHOOLS

Several of the public schools in Rockingham and Augusta counties, including five accredited high schools and one rural junior high school not far from Harrisonburg, are used for demonstration schools. In these schools the students have an opportunity to observe and to do practice teaching under a special supervisor. The work done in home economics has been particularly successful. Students are sent to these schools by automobile and by train.

Efforts are directed also toward the improvement of the school houses and supplementing the equipment for instruction in special subjects. The interest of the people in the various communities has been awakened and a wholesome reaction in the homes and in the attitude of the patrons toward the schools is noticed. Many of the boys and girls have become intensely interested in the special work, and are being fitted for greater efficiency in life. The school term has been lengthened in some cases, and the schools have been helped in every possible way.

Through this means this normal school is enabled to offer its students opportunities for becoming familiar with the problems and work of the rural school. This can be done only by *actual experience under real conditions* as they exist in the country schools.

### PRACTICE HOME

For students specializing in home economics, there has been provided a practice home. Home economics students are assigned in groups, to live in this home during one quarter. The house is in charge of the instructor in household management, who lives constantly with the students and supervises the home. All household duties are performed by the students, who serve



in turn as hostess, housekeeper, cook, etc. This gives practical experience in a pleasant way and such a home is looked upon as an indispensable part of a well-equipped department of home economics.

### FACULTY

In the selection of instructors the utmost care has been exercised. The faculty is composed of both men and women. Scholarship, character, personality, culture and ability to teach have been considered. Particular care has been taken to select those who know how to teach others *how to teach*. These men and women are graduates and post-graduates of some of the best universities, colleges, and normal schools in our country, and are teachers of experience. In practically all cases this experience has embraced teaching in the regular graded schools, including rural schools; and this, in addition to their scholastic preparation in the higher institutions and their training in normal methods, enables them to be of the greatest practical value to those who are preparing to be teachers in the public schools.

### THE SCHOOL CALENDAR

From the school calendar on a preceding page, it will be noticed that the school is open for work the entire year with the exception of about three weeks in September and two weeks in June. The year is divided into four "quarters" of about twelve weeks each. While it is best for the student to enter at the beginning of the fall quarter and remain through three consecutive quarters, thus completing the ordinary school session as it is at most schools, yet students are welcomed at the opening of any of the four quarters, and *attendance during any three quarters, whether consecutive or not, is considered as constituting a year's work*.

The special attention of teachers in service is called to the following:

*Spring Quarter:* This quarter begins the latter part of March and affords opportunity for teachers whose schools close early in the spring to enter the normal school and complete

three, four-and-a-half, or six months of consecutive work before their schools reopen in the fall.

*Summer Quarter:* This quarter is divided into two terms of about six weeks each, and students may enroll for either or both terms. The work done during these terms ranks with that of any other time of attendance, three full summer *quarters* being taken as the equivalent of a regular school year. Either term of the summer quarter may be considered as the equivalent of other summer normals of six weeks, and receives all possible recognition in the granting of teachers' certificates. A special catalog giving full information of the summer quarter is published early in the spring.

### EXTENSION WORK

This school has always done what many institutions call extension work. In its summer courses it has provided means whereby many teachers in service have been able to continue their preparation for their work. It has sent its instructors to various points in the state to work with teachers at institutes, to lecture to groups of teachers and others, and to conduct demonstrations at gatherings of teachers and homekeepers. During the past year, community work has been done in the vicinity of the school as in former years, particularly in home economics.

### GOVERNMENT OF STUDENTS

It is expected of every young woman who avails herself of the privileges offered so bountifully and freely by the State that she conduct herself at all times in a manner entirely befitting a lady. Nothing short of this can be permitted in any Virginia school for young women preparing to assume the duties and responsibilities of life in the school, in the home, or in the world outside. This involves a consideration of and respect for the rights and feelings of others, and a manifestation under all circumstances of those gentle and refined qualities for which Southern womanhood has always been justly famed.

The school does not have a long list of rules and regula-



tions, but a few general statements covering matters of importance are here given:

1. All students are expected to be present at all regular exercises of the school from the first day of the session to the closing day, unless excused for good cause. *Permission for absence from classes is given only on account of sickness or some unavoidable cause.* There is but one holiday during the session which is considered a suitable time for students to leave the school—the Christmas vacation. Parents are urged not to request that their daughters be allowed to leave the school at any other time, unless they live a very short distance from Harrisonburg. In case a parent desires a leave of absence for a student he should communicate with the president, stating as far as may be proper the reason for making such a request. All absences inevitably detract from the school standing of the students. Work missed by absence, from whatever cause, must be made up by extra work. Students in attendance during the spring quarter will not be permitted to leave until after the Commencement exercises are concluded, except in case of sickness or serious emergency; and parents are requested not to ask such permission, to prevent the embarrassment of refusal.

2. All students taking their meals in the dormitories are subject to the chaperonage of the officials and teachers in charge, and to all the regulations of the school for the government of the boarding department. It is desired to make the dormitories of the school as nearly as possible a home for the students. Students for whom the school secures lodging in private homes will be under the domestic and social care and control *of the family where they room*, but the school will prescribe certain rules for the government of such students and will require the co-operation of the lady in charge of each home for their enforcement. The right is always reserved to refuse permission to students to board in town, or to withdraw such a permission, or to change the boarding place of a student.

3. No student living in any of the dormitories or rented rooms of the school will be permitted to spend the night away from her room, unless a parent of the student sends a written

request, or makes a personal verbal request, that permission be granted the daughter to visit a near relative. This regulation will apply to all boarding students who are in Harrisonburg during any of the holidays.

4. Boarding students desiring to leave Harrisonburg for week-end or other brief visits to their homes or elsewhere must submit written requests from their parents and obtain permission from the president of the school. If a student does not return to school promptly on the first day after any holiday, she will be subject to such penalty as the faculty may decide to impose. Excuses will not be accepted except in cases of sickness or of serious emergency.

5. All of the above regulations will apply to a student as soon as she reaches Harrisonburg and as long as she remains in the city, whether the school is in session or not.

The students have inaugurated a student government association. Each student is given a full copy of the regulations before she registers, and she is required to sign a statement that she understands the same and pledges herself to maintain them to the best of her ability. The social director has general direction of the conduct of students. The student association selects from the faculty a committee of three advisory members, including the social director.

It is presumed that every young woman who decides to attend the school does so with a full knowledge of the foregoing regulations and with a serious purpose to abide by them, and by any other regulations which the faculty or the student government association may make, in a complete and cheerful way. It will be the constant effort of the faculty of the school to lead its students to adopt the highest standards of life and conduct; and in the event that any young woman does not display the disposition to be amenable to such treatment, or continually neglects her studies and other school duties without satisfactory excuse, thus becoming a menace to the mental or moral life of the school, she will be subject to admonition and may be dismissed if, in the judgment of the faculty, such is necessary for the protection of others in the school.



## ADMISSION AND CLASSIFICATION

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### ENTRANCE REQUIREMENTS

The following general statements will indicate the usual conditions on which a student may be admitted:

1. A young woman to be admitted to this school must be at least sixteen years of age; she must be of good moral character; she must be able to show satisfactory preparation for the work she proposes to pursue, and she must be able to present an honorable discharge from any college or normal school that she may have previously attended.

2. The credit allowed students coming from any public high school or private secondary school will be based on the rating of the high school by the State Department of Public Instruction. The latest edition of the Annual Report of Public High Schools issued by this Department will be followed, and in case of doubt the rating will be obtained by correspondence with the office of the State Superintendent. It may be noted that the standard unit is based on a session of at least thirty-six weeks, a class period of not less than forty minutes in length, for five days each week, and certain other requirements as to teachers and equipment as set forth in the regulations of the State Board of Education. If a high school is below the standard the credit is reduced accordingly.

3. The requirement for entrance to the first year of the professional and home economics courses is sixteen units of accredited high school work. In order to make provision for applicants whose credits have to be scaled down because of the fact that for some reason the high schools from which they come are not up to the standard, it is stated that an applicant presenting not less than fourteen units will be admitted *conditionally* to the junior year. In such cases it is understood that the student will make up the two units or less before any certificate is granted. This may usually be done along with the prescribed work of the normal school course, but such conditions may also be removed by attendance during the summer quarter or in some other approved manner.

4. Students entering from a four-year high school with a term of less than nine months will have their entrance credits reduced accordingly. In this way credits from a school with a session of eight months will be scaled down one-ninth. Before graduation from the normal school a student must satisfy fully the entrance requirements (sixteen units as explained above), which are based on graduation from a four-year high school with a school year of nine months.

5. Applicants coming from schools that have not been rated by the State Department of Public Instruction will be given credit for the work they have accomplished, the basis of the allowance being the standard unit.

6. Graduates of public high schools or private secondary schools on the state accredited list will be admitted on presentation of their diplomas. Applicants for admission from other four-year high schools will be granted the admission credit allowed by the Supervisor of High Schools for the current year. All other applicants will be sent a printed form on which the last teacher or principal should state the subjects studied in the high school course, the length of time such studies were pursued, the textbooks used, and the progress made in each. This report is to be forwarded to the school by the principal or teacher, and upon receipt of same the classification committee will determine in each case the number of units to be allowed the applicant in admitting her to the school. All classification based upon certificates and diplomas from other schools is provisional. If at any time a student shows inability to do the work of any class to which she has been admitted, she may be changed to a lower class at the discretion of the classification committee. Certificates of preparation from private tutors and from ungraded rural schools cannot be accepted, and such applicants should take entrance examinations.

7. Applicants who desire to do so may take entrance examinations for admission to the school. Experienced teachers who have taught for three years or longer on a first grade or higher grade certificate may be admitted to the regular courses by taking a general academic and intelligence examination without fulfilling the regular requirements as to high school training.



Those who desire to apply for admission on this plan should notify the president to this effect before coming, so that proper arrangements may be made for them.

8. Entrance will be granted to teachers on the basis of the certificates held by them. No credit can be allowed for second grade certificates obtained by taking the state examinations. The holder of a first grade certificate who has taught on this certificate for three years or more will be admitted to the junior year of any course, and will be given the Elementary Certificate for the completion of this year's work; but it must be understood that she must satisfy in full the entrance requirements of this school before registration in the Senior Year. Teachers holding higher certificates than the first grade certificate will be given such advanced credit as is possible under the regulations of the school as printed in this catalog and the requirements of the State Department of Public Instruction.

9. Students may be admitted to part-time courses without satisfying the usual entrance requirements. Such students must be of sufficient maturity to profit by the work; and they must satisfy the instructors in charge of the classes they desire to enter as to their preparation for the work they wish to do. Young women who may desire to take work in home economics, with a view to its application in the home, but who do not expect to teach it, and those wishing to prepare for a vocation in this line, may be admitted to a limited number of such courses.

10. Teachers of public schools are admitted without examination to any class they may be prepared to take, and they are charged no tuition. Students preparing for the examinations for first and second grade certificates may likewise be admitted to any classes in which they are able to profit by the work. School credit can be allowed, however, only when regular entrance requirements are satisfied.

11. Advanced credit and the omission of any subject included in the schedule of the course being pursued by the student are allowed only with the approval of both the classification committee and the head of the department within which the subject to be credited or omitted lies; and all such allowances must be recorded when granted.

12. Double credit will not be allowed. A student who has offered for entrance credit, or who has completed since coming to this school, any class, or its equivalent, called for by the course outline will be given a substitute of like kind and value by the classification committee.

13. Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalog.

### GROUPING OF STUDENTS

The students of the school are divided into four groups as follows:

1. *Post-graduates*: This group includes all students who have been awarded the diploma of graduation, or who have a majority of their work in the third or fourth year of the degree course. (It is understood that according to college terminology these students are undergraduates in the third and fourth years of the college course; but the term "post-graduate" is used here for the sake of clearness in view of the fact that ordinarily graduation from a normal school comes at the end of a two-year course.)

2. *Seniors*: This group includes all candidates for diplomas who have not more than three quarters of attendance remaining in order to complete the requirements for graduation in the two-year courses.

3. *Juniors*: This group includes all students who are not included in groups 1 and 2 and who are registered in any of the professional and home economics courses.

4. *Special Students*: This group includes all students who are pursuing part-time courses, and who are not candidates for teachers' certificates or diplomas.

The class groups organize, with student officers, each class having an honorary member chosen from the faculty. A wholesome rivalry is developed among the various classes by means of their basket-ball and other athletic teams, contests of various sorts, tournaments, songs, pennants, and other student interests.



## BOARDING ARRANGEMENTS

Excellent boarding accommodations for 375 students are provided in the school dormitories, which are in charge of several members of the faculty who room in these buildings. The rooms are comfortably furnished with white enameled iron single beds, oak dressers, tables, chairs, rockers, clothes-closets, bed clothing, and towels. All are outside rooms. The buildings are lighted by electricity and heated with steam. Conveniently located bathrooms are provided, with the most modern sanitary equipment. Hot and cold water is available in bedrooms and bathrooms in abundance.

Rooms will be assigned in the order of application. It is advisable for those desiring to live on the school grounds to *apply early*. A few mature students who do not succeed in securing places in the dormitories will be assigned to private homes near the campus. The school rents a small number of rooms in excellent private homes in the immediate neighborhood. Students rooming in these take their meals in the school dining hall and send their clothing to the school laundry. Students who do not secure places in the school dormitory may rest assured that they will be assigned to satisfactory places in good private homes in town, and that everything possible will be done for their comfort.

The rate for board, as stated on a following page, includes furnished room, food, light, heat, laundry, and service. The cost of board is the same where students occupy rooms rented by the school and take their meals at the school, and the money for such board is paid to the school.

Information with reference to boarding-places may be obtained from the social director, and she should be consulted *before engaging board*. All students not living in their own homes are classed as "boarding students."

The newly installed equipment in the school kitchen enables the boarding department to serve meals in the most approved, modern, and sanitary manner. The large dining hall is bright, airy, and attractive. The director of the dining hall is a skilled dietitian and menus are carefully prepared. Only

food supplies of good quality are used, some being raised on the school grounds.

A few rooms in Alumnae Hall are provided for entertaining visiting alumnae, patrons and friends of the school. Students may invite relatives or friends to meals at the school by obtaining permission from the director of the dining hall, and buying from the treasurer meal tickets at twenty-five cents a meal.

### DAY STUDENTS

Students whose homes are in the city or in the county near enough, live at home and attend the school as "day students." For such students there is, of course, no charge for board. Students who have relatives or friends in the city or near by in the county, and who bring a written request from their parents (if the student is less than twenty-one years of age), may be permitted to live with them with the approval of the social director.

Day students will be subject to all general school regulations and to such special regulations as may be provided by the faculty. While on the school grounds or in school buildings, day students will be required to conduct themselves properly, whether during class-hours or not; and they are expected to be governed by the same custom as other visitors when they go to the school dormitories.

### SELECTION OF WORK

Before being enrolled in classes, each student must consult a member of the committee on classification, and every effort will be made to guide aright in the selection of work. Each student will be put upon her individual merit; hence it is best that she attempt only as much as she can do well.

No student is permitted to take any class which conflicts with the regular fixed program. Daily time schedules of classes are made with the needs of regular-course students in mind; and students who have become irregular in their course by reason of deficiencies in their past work should not expect to have changes made in the schedules to meet their individual



needs. It is usually best to make up deficiencies in normal school courses by taking summer work, and it is especially important that all such deficiencies be made good before the beginning of the senior year.

The school must reserve the right not to organize any class, even though announced, should there be less than five applicants.

To aid students in making a choice of the various professional courses the work is arranged so that the first quarter is not widely different for all the professional courses. During the quarter certain tastes and adaptabilities will doubtless develop on the part of every student, and these together with the advice of the faculty will enable the student to make a better choice of courses than she may have made at the beginning of the session.

Students may not change, however, from courses I and II to courses III, IV, and V at the end of the first quarter of the junior year on account of State certificate regulations.

The right is reserved to add to, or to take from, any student's program of work at any time during the year in case this seems advisable to the faculty, for the good of the student, even though the course as regularly outlined may not require it.

Correspondence from prospective students relative to choice of work will receive careful attention, but this matter *can usually be best settled in a personal interview after the student reaches the school.*

## RECORD OF STUDENTS

The school keeps an accurate and complete record of every student's work. The instructors render reports at regular intervals of the work of every student, and reports are sent to the parents of pupils (under age) at the close of every quarter. In the meantime, if a student is found to be falling behind in her work, she is notified and given an opportunity to improve. To be awarded any certificate or diploma, a student must have a satisfactory record not only as to grades made in her studies, but also as to faithfulness in the performance of all school duties. No student whose conduct at the school has been un-

satisfactory will be awarded a certificate, a diploma, or any other honor. All financial accounts must be settled before the award of such honors. No student notably poor in spelling, writing, or English composition will be permitted to graduate until such deficiency is remedied.

On quarterly reports grades will be recorded in letters (A, B, C, D, E, F); and no numerical marks will be published. In student's reports A is considered *excellent*; B is considered *good*; C is considered *fair*; D *passable*. A student receiving E on any study is *conditioned* in that study and is allowed to take another examination. Examination to remove conditions are to be taken the next quarter in residence. Otherwise the full course must be repeated. F signifies *failure*, and the entire work of the quarter in this study must be repeated if credit is desired.

### SUGGESTIONS TO PROSPECTIVE STUDENTS

1. *Read the catalog carefully*, also all other bulletins sent you from the school. Do not hesitate to ask questions. For all information, for copies of the bulletins, for application blanks, etc., write to the President of the State Normal School, Harrisonburg, Virginia.

2. It is always best to begin at the opening of a quarter, and at the opening of the *first quarter*, in September, as far as possible.

3. You should not come unless you intend to do thorough, earnest, and conscientious work, to be loyal to the standards of the school, and to be subject to its regulations. You must look upon going to school as a business and attend regularly, without offering excuses except in cases of necessity.

4. *Fill out application blank*. Use the one in the back of this catalog, or write to the president of the school for one. This blank also contains an application for room. After filling out the blank, *mail it to the president of the school at once*. If you do not get a prompt reply, write again.

5. The school session begins Wednesday, September 20, 1922. Be sure to arrive in Harrisonburg not later than the afternoon of this day, if possible. The afternoon of the preced-



ing day is better. Students who have engaged rooms must not expect them to be held for them later than the afternoon of Wednesday, September 20, except in very special cases by previous arrangement. The first meal served at the school will be supper, Tuesday, September 19.

6. Notice on the railroad map, included at the back of this catalog, how to reach Harrisonburg from the different sections of the State. A representative of the school will meet all trains arriving on the first two days of the session, and on other days by request.

7. Students who have been assigned to rooms by the school will be sent tags for use in labeling their trunks. *All baggage should be clearly marked with the name of the owner and checked through to Harrisonburg, if possible. Students should retain their railroad baggage-checks and bring them to the treasurer's office immediately on arrival.* This will avoid trouble and save time and money.

8. The rooms in the dormitory and rooming places in the city will be completely furnished, but students may add anything they like in order to make their rooms more attractive. A few well-chosen pictures, school pennants, a dresser cover, etc., would be very helpful. Table napkins should be brought for use in the dining-room, also a comfort or extra blankets, and two clothes bags, all marked with the student's name.

9. Bring your old text-books for reference, also any other books that you think may help you.

10. Each student should have in her outfit a "middy" suit of plain white with black tie and at least one *white* dress. She should not forget an umbrella and a pair of over-shoes, and an inexpensive raincoat is very desirable. *All clothing should be clearly marked with the student's name in indelible ink before sending to the laundry.*

11. Be prepared to pay the registration fee, the medical fee, and at least one month's board in advance at the time of enrolment, and also the charge for text-books and any tuition and laboratory fees which may be due.

12. Have your mail addressed "Normal Station, Harrisonburg, Virginia," as the school has its own postoffice.

13. *Be present the first day of the school session.*

14. Do not be anxious to enter advanced classes for which you are not fully prepared. On the other hand, remember that it is to the school's advantage to graduate as quickly as possible as many students as possible, that the instructors have no desire to keep you back except for your own good, and that you will be allowed to enter the highest class in which you are able to do satisfactory work.

15. If you desire an education and are willing to work for it, but are afraid that you have not sufficient means to pay your way, write to the president and explain the situation fully. *Do not expect too much*, but be assured that everything possible will be done to help you find a way to continue your course to completion. During the past year approximately thirty students have earned their school expenses through student service scholarships. Information concerning these scholarships will be furnished those who do not have sufficient means to finance their course.



## COURSES OF INSTRUCTION

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### GENERAL PLAN

The courses have been planned after careful study of the conditions and needs in our state, of both rural and city schools. The fact that this school exists primarily for the professional training of teachers for the public schools of Virginia has been kept constantly in mind. It is recognized that a good teacher must have an adequate knowledge of the special subject-matter that is to be taught and of related subjects, as well as a thorough understanding of the methods of presentation; hence this school provides for both these phases of normal school work. This school recognizes also its duty to train young women along industrial lines as special teachers and supervisors of home economics, home makers, and workers in gainful occupations peculiarly adapted to women.

This school conceives its duty to be to train teachers for kindergarten, primary, grammar grades, junior high school, high school and home economics teaching. Graduates of the school are authorized by law to teach in all grades of school work, both elementary and secondary, according to courses completed. In accordance with the policy of the management of the normal schools of Virginia, the courses at this school are co-ordinate in rank in every respect with those offered at any other normal school in this state, and the diplomas and degrees awarded here are fully equal to those offered elsewhere. Graduates of this school are now successfully teaching in all grades of school work, from the kindergarten through the high school, are holding positions as principals, special teachers, and supervisors, and are giving instruction in other normal schools and colleges. Work completed at this institution has been fully credited at other institutions of the highest rank.

## SPECIAL COURSES

### MUSIC AND EXPRESSION

In order to provide opportunities for those students who wish instruction in instrumental and vocal music and expression the Normal School has built up and equipped complete and efficient departments of music and expression. Six instructors are employed in these departments and the courses offered are of the type usually found in all standard colleges. These courses are entirely separate and distinct from the professional courses for teachers, but may be taken while professional courses are being pursued.

### ORGANIZATION OF COURSES

The Virginia Normal School Board invites careful attention to the following resolutions which were adopted by the Board and which are of very great importance to the future development of the normal schools:

*"Resolved:* (1) That the most fundamental work of the state normal schools and their most important function is to train teachers for the elementary schools. Ample provision must be made for this training, and proper facilities therefor must be provided before any of the appropriation from the state or revenues from the schools can be used for any other purposes.

(2) That the increased demand in the state for teachers of high school subjects, for teachers in special departments, and for rural supervisors, should be met by the state normal schools as far as possible without interfering with their primary function.

(3) That in order to avoid unnecessary duplication of effort and to contribute to the most economic use of public funds, the work of training high school and special teachers and rural supervisors is hereby arranged in accordance with a plan of differentiation of work which will make it unnecessary for each one of the state normal schools to carry the heavy burden of a large number of special courses paralleling similar courses in other schools.

*"The work common to all of the schools will be as follows:*

(1) Two-year courses for the training of elementary teachers.

(2) Modification of the two-year courses to meet the needs of students who may desire to pursue any one of the special four-year courses assigned to the several normal schools as outlined below. These modified two-year courses are the same as the two-year courses heretofore offered at the normal schools, it not being the intention of the Board to interfere with the two-year courses. Such modified two-year courses at whatever normal school taken will be credited as the first two years of the special



four-year course of the corresponding type assigned to any one of the normal schools. In this way students will have preserved their appropriate credits.

"In accordance with this plan every school is assigned a specific subject, but every other school is given the liberty of offering the present two year course in that subject. This arrangement is preserved in order that young women may go from one normal school to another for advanced work in a special subject or subjects without suffering inconvenience or loss of credits. The only exception to this arrangement is found in the case of the commercial course which will be offered in its entirety at Fredericksburg. (No commercial course has heretofore been offered in any of the four schools).

"The differentiated work of advanced grade (the *third and fourth years* of the four-year courses) leading to degrees is assigned to the particular schools as follows:

(1) To Farmville a four-year course for the training of high school teachers.

(2) To Harrisonburg a four-year course for the training of teachers in home economics.

(3) To Fredericksburg a four-year course for the training of teachers in music, industrial arts, and commercial subjects.

(4) To Radford a four-year course for the training of supervisors of elementary schools and for specialists in rural education. To Radford is also assigned the task of extension work in rural education. This is a wide field of endeavor and all of the normal schools are expected to co-operate in the future as in the past, but under this plan the Radford school is given the duty to study the needs and give general direction to rural extension work.

"In view of the fact that all of the normal schools have heretofore been allowed to offer four-year courses for the training of high school teachers, it would be an apparent hardship on students who have entered these courses not to allow some period in which readjustments can be made. The operation of this resolution will, therefore, become effective July 1, 1921. In the meantime, no normal school will accept new students for the third and fourth years in any special department other than that assigned to it by this resolution."

In putting into effect the above plan the State Normal School at Harrisonburg during the session of 1920-1921 withdrew the *third* year of the professional courses, and in the session of 1921-1922 neither the *third* nor the *fourth* year of the *professional* courses were offered. Graduates in the two-year professional courses at this school will hereafter be accepted for the third and fourth years of their courses at the school designated in the plan outlined above. This will not affect the four-year course in *home economics*, which will be given as usual at this school, but which has been withdrawn at the other three schools, graduates from the two-year course in home economics

at these schools being accepted at this school for the third and fourth years of the course.

## PROFESSIONAL COURSE I

### KINDERGARTEN AND PRIMARY GRADES

This course is planned to prepare kindergartners and primary teachers, giving particular attention to the needs of those who expect to teach below the fourth grade. Both the direction of kindergartens and the teaching of primary grades are highly desirable lines along which to specialize, and young women are urged to consider the advisability of entering these fields of work. The demand for primary teachers is greatly in excess of the supply of those who are professionally trained for the work, and some of the best applications that come to the school go unsupplied because of this shortage. A public kindergarten is under the control of the normal school and may be used for practise teaching and observation; while one of the best graded schools to be found anywhere is available for the same use. In this school there are two first-grade rooms and one each for the second, third, and fourth grades, all under the direction of skilled critic teachers and the director of training. In the first year of the course the students do the same work, but in the second year the students who desire to specialize in kindergarten work are permitted to do their practise teaching in the kindergarten. All, however, get some knowledge of kindergarten work in addition to their training for primary grade teaching, and experience has shown that this is very valuable for the primary teacher. Every effort is being made to offer as fine advantages here as may be found anywhere, and the student who completes this course will be well equipped for this type of work in any school, city or country. For the satisfactory completion of the two-year course the diploma of graduation is awarded, and the graduate is eligible to teach in any grade of the elementary school.



## PROFESSIONAL COURSE II

### GRAMMAR GRADES

This course gives particular attention to the needs of those who expect to teach in the fourth, fifth, sixth, and seventh grades. The teacher of grammar grades requires a special type of preparation which must be both academic and professional. Advanced work in the various school branches is included, and this is taught here from the standpoint of application in teaching rather than merely for its own acquisition. The facilities for training grammar grade teachers at this institution are not surpassed in the state. For observation and practice-teaching purposes this normal school has one of the best public graded schools to be found anywhere. There are two seventh-grade rooms and one room each for the fourth, fifth, and sixth grades, all under the direction of skilled critic teachers and the director of training. Other public schools in the vicinity are also available as needed. Instruction in the subject-matter and methods of the various branches of the school course is given by the several instructors in the normal school faculty who are specialists along the particular lines. The demand for properly trained teachers of the grammar grades has always been far greater than the supply, and good positions in both city and country are readily available for our graduates in this course. Just at this time a special effort is being made throughout our state to improve the work of the grammar grades, and better salaries and better equipment are being offered than ever before. For the satisfactory completion of the two-year course the diploma of graduation is awarded, and the graduate is eligible to teach in any grade of the elementary school.

## PROFESSIONAL COURSE III

### HIGH SCHOOL

This course gives particular attention to the needs of those who expect to teach high school branches. High school teaching at the present time is almost altogether of a departmental or specialized type; hence opportunity is offered in this course for the student to select two or three lines for special preparation in

addition to the required work in the professional branches. Many teachers will be required for this kind of work in the next few years, and this school has each year many more calls for teachers of high school classes than there are properly prepared teachers to send. The facilities at this institution for preparing teachers for this work are excellent. The Normal School has the benefit of one of the most efficient high schools to be found anywhere, this being used for observation and practise-teaching purposes. It is well equipped in every department, and its faculty is composed of carefully chosen specialists. To become a high school teacher a student should first be a full high school graduate, with a good record in the subjects she expects to teach, and in addition to this have at least two years of special training in advanced work in these subjects and methods of teaching them. Instruction in the different departments is offered at the Normal School by specialists, and the library and laboratory facilities are of the best. For the satisfactory completion of the two-year course the diploma of graduation is awarded, and the graduate is eligible to teach in any elementary grade, any subjects in the first and second years of the high school, and any subjects, in the third and fourth years of the high school, in which the student has had two complete years of normal school training.

#### PROFESSIONAL COURSE IV JUNIOR HIGH SCHOOLS

Under the present plans of the State Board of Education the public schools of secondary grade are being organized as either high schools (four year schools) or as junior high schools. The latter are rapidly being established in both cities and rural districts. They usually comprise the seventh, eighth, and ninth grades and follow a definitely organized program outlined in the State Manual and Courses of Study for High Schools and Junior High Schools. Especial emphasis is given in these schools to home economics, music, physical education, and the practical arts in addition to the customary subjects found in the early high school grades. The Normal School maintains two practice schools for the training of junior high



school teachers, one an urban school in the city of Harrisonburg, and one a rural junior high school, Pleasant Hill, situated in Rockingham County just outside the corporate limits of Harrisonburg. Owing to the rapid development of these schools and to the further fact that there are few teachers in the state trained for this type of work, there is now a very great demand for professionally trained teachers for junior high schools.

### HOME ECONOMICS COURSE (V)

This is intended primarily for the training of teachers and supervisors in the special subjects relating to the household. It is also adapted to the preparation of home-makers, of institutional managers, and of workers in certain gainful occupations peculiar to women. The course is arranged to cover four years, corresponding to the regular four-year college curriculum of the technical type. Seniors who find they can take only two years of the Home Economics Course will be grouped in separate classes during their senior year and will be given the usual training in practise teaching. For the completion of the first two years the diploma of normal school graduation will be awarded as in the three professional courses. Such graduates will be certified to teach in the elementary school and the high school. Students wishing to prepare themselves to teach in the larger high schools, and those who are looking forward to positions of more than ordinary responsibility, such as supervisor, county home demonstration agent, dietitian, institutional manager, etc., should continue their work through the two advanced years of the course to the B. S. degree. In this way a broad, advanced, and comprehensive training may be obtained, covering all the various branches—foods and cookery, clothing and textiles, and administration. Available positions more often than otherwise require preparation on both the science and art side of home economics; and it is not possible to cover a satisfactory course in both in two years; therefore students are strongly urged to take the full four-year course when possible. The provision recently made for Federal aid to home economics teaching (known as the Smith-Hughes Act) is giving consider-



able impetus to this kind of education in Virginia. Hereafter, only graduates of *four-year* courses in home economics will be eligible for positions supported with Federal funds. While this in no way debars two-year graduates from teaching in elementary schools and high schools, as stated above, it furnishes another reason for advising home economics students to continue their courses through the four years to the degree.

This institution, as indicated above, has been designated by the Virginia Normal School Board as the one of the four normal schools in this state to give the advanced work in Home Economics. The State Board of Education, under the provisions of the Smith-Hughes Law, has selected this school for the four-year course in Home Economics, and the Federal Board for Vocational Education has approved this selection. Therefore, this normal school is now receiving funds from the Federal Government apportioned to Virginia for teacher-training in Home Economics in accordance with the act of Congress. This assures beyond all doubt the maintenance of the highest type of training in this line at this school. Unusually complete laboratory facilities and a large faculty of specialists in home economics subjects are already provided and plans are now being developed to increase both in the near future. The practise home maintained by the normal school and the boarding department of the institution afford ample opportunity for training in practical application of theoretical and experimental work, both as concerns a family group and an institution. Abundant opportunity is also provided for practice teaching in home economics branches in the public schools of the town and surrounding county. From every standpoint it may be said with confidence that this institution is developing a department of home economics second in rank to no institution in the South, and already offering opportunities equivalent in some respects to the largest and richest institutions in other sections.

### PART-TIME COURSES

Grouping of courses, independent of certificate or diploma credit, will be made to meet the desires and needs of students wishing to pursue part-time courses. The president of the



school will be glad to correspond with any young woman who is considering the matter of specializing in any subject, either for school or home use.

## DEGREES

At its session of 1916 the General Assembly of Virginia empowered The Virginia Normal School Board to grant degrees in Education for the completion of courses at the normal schools. Accordingly, this school is authorized to offer two years of work in addition to and in advance of the ordinary two-year normal school course. This four-year course, based on sixteen high school units at entrance, leads to the Bachelor of Science (B. S.) degree. A complete four-year program is outlined in this catalog for home economics specialization. The four-year course is so arranged that a diploma is given for the completion of the first two years to those who cannot complete the four-year course. This diploma is of the same rank as the diploma granted for the completion of the professional courses covering two years. The degree shows preparation far in advance of this diploma, and ranks with the degrees granted for the completion of four years of standard college work.

Advanced work leading to the degree should be of special interest to students who are looking forward to teaching in high schools, or to holding positions of more than ordinary responsibility, such as supervisor of home economics, county home demonstration agent, specialists in home economics, etc. Under provisions of the Smith-Hughes Law extending Federal financial aid for home economics teaching in high schools, salaries of teachers may be paid from such funds only to those who have had a four-year course of special training. Moreover it is now customary to require a degree covering four years of college grade work for all of the most desirable of such positions; therefore this institution feels a real call to offer this advanced instruction and students are urged to take advantage of it whenever possible.

## DIPLOMAS

1. *Regular Normal School Diploma:* Granted upon the completion of the second year of any of the professional or

home economics courses. To the student obtaining this diploma the State Board of Education grants a *Normal Professional Certificate*, which is practically a life certificate, being valid for ten years and renewable for like periods. This certificate entitles the holder to teach in elementary schools in any grade. If, however, the course outlined for preparation for high school or junior high school teaching has been completed, a special certificate will be granted, permitting the holder to teach in the high school or the junior high school in addition to the elementary school grades. Similarly, holders of diplomas for two-year courses in home economics will be granted certificates entitling them to teach their specialty in the high school as well as in the grades of the elementary school.

2. *Bachelor of Science Degree*: Granted upon the completion of the fourth year of the home economics course. To the student obtaining this diploma the State Board of Education grants a *Collegiate Professional Certificate*, which is the highest form of certificate issued and recognized by the State of Virginia. It is practically a life certificate, being valid for ten years and renewable for like periods. This certificate entitles the holder to teach in any year of any high school and in any elementary school grade.

## CERTIFICATES

Diplomas are given for the completion of full courses, certificates for the completion of certain parts of courses. The certificates given by the State Board of Education to holders of diplomas are described above. In addition to these the school grants certain certificates which are duplicated by certificates from the State Board of Education. These are:

1. *Provisional First Grade Certificate*: Granted upon graduation from an accredited high school plus the completion, in a summer quarter or at some other time, of five college session hours of the elementary course. The certificate granted by the State Board of Education for the fulfillment of these requirements entitles the holder to teach only in elementary schools.

2. *First Grade Certificate*: Granted upon the completion of the requirements for a Provisional First Grade Certificate,



as stated above, and in addition thereto of five college session hours of the elementary course, provided the applicant has had seven months of successful teaching experience. In case an applicant has completed all of these requirements except as to teaching experience, she will be given a Provisional First Grade Certificate which will be converted into a regular first grade certificate when the requirement as to teaching experience is fulfilled. The certificate granted by the State Board of Education for the fulfillment of these requirements entitles the holder to teach only in elementary schools and is valid for five years and renewable for like periods.

3. *Elementary Certificate*: Granted upon the completion of the first year of any professional or home economics course outlined in this catalog. The certificate granted by the State Board of Education for the fulfillment of this requirement entitles the holder to teach only in the elementary schools and is valid for six years and renewable for like periods.

The school encourages students not to be satisfied with the lower grades of certificates, and always strongly urges them to plan, if possible, to remain and complete the course for a full diploma. It is seldom found that financial difficulties are in the way alone, as the school makes every effort to assist where needed.

It should be noted that the regulations of the State Board of Education do not permit a *state teacher's certificate* to be issued to an applicant under eighteen years of age.

Students who have not completed a course may at any time secure a written statement of the work they have satisfactorily completed.

### TIME REQUIREMENTS

The time required to complete any course is shown by the outlines of courses on the following pages.

Except under the most extraordinary circumstances no one will be permitted to take a *diploma* from this school unless she has been in attendance at least *two years* (six full quarters). Under no circumstances will this school grant a diploma or certificate to a student who has not been in residence at least

three full quarters, amounting to not less than thirty-three weeks. These quarters need not be consecutive.

A student who is absent from any class more than one-fifth of the time during any quarter, for any reason, will be required to do such extra work as the faculty may assign in each case, and this may necessitate a longer period of attendance to complete a course. The summer terms are especially advantageous for such purposes.

### GRADUATION ESSAYS

All candidates for graduation are required to submit to the faculty at least six weeks before the date of graduation, an essay on some topic lying within the field of work pursued by the student. Regulations governing the preparation of such essays have been formulated in detail and are given to the students for their guidance. The librarian and the various instructors give such advice in the choice of topics and subject-matter and such help in finding suitable material as may be needed. The essays are retained permanently in the school library. Many of the essays submitted in the past have been valuable contributions, particularly those representing original research in certain local communities in Virginia. A number of prizes are available for those whose essays are of superior merit. These are listed on a later page.



## SCHEDULE OF COURSES

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The following outlines of the various courses of instruction show the classes include in each quarter of each year, together with the credit value and the number of classroom periods required for each class. In each case the name of the department of instruction and the number of the class in that department are given in order that ready reference may be made to the description of the class in the next section of the catalog.

While these outlines may be taken as indicating accurately the kind and amount of work required in each course, it sometimes becomes necessary to make slight changes as to the quarters in which the classes are scheduled and the number of classroom periods. The daily program of classes is arranged at the beginning of each quarter, when the student is supplied with a program card showing the time of meeting for all of her classes. As far as practicable students are held strictly to the courses as outlined.

## ENTRANCE REQUIREMENTS

The entrance requirements are stated at length in a previous section and are summarized here for convenience.

*For all Junior Years:* The completion of a four-year high school course as follows: English 4 units, Mathematics 2 units, History 1 unit, Science 1 unit, and other credits 8 units, making a total of 16 units. Applicants falling short not more than two units will be admitted conditionally and permitted to remove their conditions as stated in notes under the schedules for the Junior and Senior years of the various courses. All such conditions must be removed before graduation. Attention is called to the opportunity offered by the Summer Quarter for making up deficiencies. Entrance may also be had by examination if desired.

*For all Senior, Postgraduate, and Degree Years:* The completion of the next preceding year of the corresponding course, or its equivalent when approved by the faculty.

## THE BASIS OF CREDIT

*The Credit*—One "credit" means three periods as follows or some similar combinations:

- (1) One recitation or lecture period and two periods of preparation;
- (2) Two laboratory periods and one period of preparation;
- (3) Three laboratory periods requiring no preparation.

Periods are one hour in length and extend through one quarter, both in the case of classroom work and of preparation outside of the classroom. Preparation includes study for the recitation or lecture, working up notes,

parallel reading, reference work, preparation of papers, or any task whatever, assigned in connection with any class to be done outside of the regularly scheduled classroom time.

In the following schedules of courses the classroom periods and the credits are shown in the case of each class. The number of periods of work to be done *outside* of the classroom by the student in any class may be readily determined by multiplying the number of credits by three and subtracting the number of class periods.

## SUBSTITUTES

By reason of changes in course outlines from year to year it will be found sometimes that a course has been completed previously by a student. In such cases the Dean will assign a substitute of equivalent value. The same procedure will be followed when for any reason a particular class is not offered in any year.

## EXTRA STUDIES

In addition to the classes required in the several courses students who desire to do so may take individual instruction in music or expression, or classwork in Bible study and Sunday school methods, home economics, or writing, provided the maximum number of credits stated for each course be not exceeded. Permission to add extra studies should be secured from the Dean, at the beginning of the quarter as far as practicable.

All students are required to take English 1 until they attain such a degree of proficiency as will justify excusing them from it.

The right is reserved to require any student whose handwriting is very poor to take Manual Arts 100 until a fair degree of proficiency in writing is reached.

Graduation essays must be submitted during the last quarter by all candidates for diplomas.



# PROFESSIONAL COURSE I FOR KINDERGARTEN AND PRIMARY GRADE TEACHING First (Junior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Biol. 113—Nature Science .....	0	0	5	0	0	3
Ed. 105—Orientation .....	2	0	0	1	0	0
Ed. 106-107—Educational Psychology ....	3	3	0	3	3	0
Ed. 108—Teaching and Management .....	0	0	3	0	0	3
Ed. 112—Primary Number Work .....	0	0	2	0	0	2
Ed. 113—Primary Social Studies .....	0	3	0	0	3	0
Ed. 115-116—Reading, Literature, Story Telling .....	0	3	3	0	3	3
Eng. 100—English Fundamentals .....	3	0	0	3	0	0
H. Ed. 101-102-103—Physical Education..	3	3	3	1	1	1
H. Ed. 104—School Hygiene .....	3	0	0	3	0	0
Man. Arts 100—Handwriting .....	0	0	2	0	0	1
Man. Arts 102-103—Primary Drawing and Industrial Arts .....	0	2	2	0	1	1
Music 100-101-102—Primary Music .....	2	2	2	1	1	1
Soc. Science 100—Citizenship and Govern- ment .....	0	3	0	0	3	0
Soc. Science 108—Primary Geography ...	5	0	0	3	0	0
Totals .....	21	19	22	15	15	15

Students may carry a maximum of 18 credits. As much as one conditioned entrance unit (3 credits) may be satisfied in this way. Students entering without conditions may be allowed upon request to take not more than 3 credits of additional work, selections of additional work to be made from the Junior Year of another course, or as provided heretofore under "extra studies." The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

Students who are looking forward to kindergarten work are advised to take individual instruction in Piano Music unless they are already proficient. Such students must demonstrate this to the satisfaction of the instructor in piano during the first quarter of their Junior Year.

*Leads to:* The Senior Year of this course. If a student completing the above program cannot remain longer in school she may secure an Elementary Certificate.

# PROFESSIONAL COURSE I

## FOR KINDERGARTEN AND PRIMARY GRADE TEACHING

### Second (Senior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 202-203—History and Principles of Education .....	0	3	3	0	3	3
Ed. 208—Educational Tests .....	3	0	0	3	0	0
History 210—American History .....	0	3	0	0	3	0
History 211—Modern European History..	0	0	3	0	0	3
Manual Arts 200—Art Appreciation .....	0	2	0	0	1	0
Manual Arts 202—Project Work .....	5	0	0	3	0	0
Social Science 202—Economics .....	0	3	0	0	3	0
	8	11	6	6	10	6

And one of the following groups:

*Group I:*

Ed. 200—Practice in Teaching and Management .....	16	0	0	8	0	0
Ed. 201—Teaching Conferences .....	2	0	0	1	0	0
Eng. 200—Reading and Voice Training ...	0	0	2	0	0	2
Eng. 202-203—Literature and Composition	0	4	4	0	4	4
H. Ed. 200—School and Home Nursing..	0	0	2	0	0	1
H. Ed. 202-203—Physical Education.....	0	3	3	0	1	1
Music 200—Music Appreciation .....	0	0	2	0	0	1
	26	18	19	15	15	15

*Group II:*

Ed. 200—Practice in Teaching and Management .....	0	0	16	0	0	8
Ed. 201—Teaching Conferences .....	0	0	2	0	0	1
Eng. 200—Reading and Voice Training...	2	0	0	2	0	0
Eng. 202-203—Literature and Composition	4	4	0	4	4	0
H. Ed. 200—School and Home Nursing..	2	0	0	1	0	0
H. Ed. 202-203—Physical Education.....	3	3	0	1	1	0
Music 200—Music Appreciation .....	2	0	0	1	0	0
	21	18	24	15	15	15

The division into two groups is necessary on account of the practice teaching, one group having this in the first quarter and the other group having it in the third quarter. It will be noted that both groups cover exactly the same work.

By special permission of the faculty students may carry a maximum of 18 credits. As much as one conditioned entrance unit (3 credits), or 3 credits of deferred work from the Junior Year, may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Diploma of this school, and a Normal Professional Certificate issued by the State Board of Education.



## PROFESSIONAL COURSE II FOR GRAMMAR GRADE TEACHING

### First (Junior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 105—Orientation .....	2	0	0	1	0	0
Ed. 106-107—Educational Psychology ...	3	3	0	3	3	0
Ed. 108—Teaching and Management.....	0	0	3	0	0	3
Eng. 100—English Fundamentals .....	3	0	0	3	0	0
Eng. 105—English Language .....	0	3	0	0	3	0
Eng. 106—Children's Literature .....	0	0	4	0	0	4
H. Ed. 101-102-103—Physical Education..	3	3	3	1	1	1
H. Ed. 104—School Hygiene .....	0	3	0	0	3	0
Man. Arts 100—Handwriting .....	2	0	0	1	0	0
Man. Arts 107-108—Drawing and Industrial Arts for Grammar Grades .....	2	2	0	1	1	0
Math. 104—Arithmetic for Grammar Grades .....	4	0	0	4	0	0
Music 103-104—Music for Grammar Grades	2	0	2	1	0	1
Phy. Science 114—Elementary Science ...	0	0	5	0	0	3
Soc. Science 100—Citizenship and Government .....	0	0	3	0	0	3
Soc. Science 109—Economic and Regional Geography .....	0	4	0	0	4	0
	<u>21</u>	<u>18</u>	<u>20</u>	<u>15</u>	<u>15</u>	<u>15</u>

Students may carry a maximum of 18 credits. As much as one conditioned entrance unit (3 credits) may be satisfied in this way. Students entering without conditions may be allowed upon request to take not more than 3 credits of additional work, selections of additional work to be made from the Junior Year of another course, or as provided heretofore under "extra studies." The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Senior Year of this course. If a student completing the above program cannot remain longer in school, she may secure an Elementary Certificate.

# PROFESSIONAL COURSE II FOR GRAMMAR GRADE TEACHING Second (Senior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 202-203—History and Principles of Education .....	0	3	3	0	3	3
Ed. 208—Educational Tests .....	3	0	0	3	0	0
History 210—American History .....	3	0	0	3	0	0
Hist. 211—Modern History .....	0	3	0	0	3	0
Man. Arts 200—Art Appreciation .....	0	2	0	0	1	0
Man. Arts 202—Project Work .....	0	5	0	0	3	0
Soc. Science 202—Economics.....	0	0	3	0	0	3
	6	13	6	6	10	6

And one of the following groups:

## *Group 1:*

Ed. 200—Practice Teaching and Management .....	16	0	0	8	0	0
Ed. 201—Teaching Conferences .....	2	0	0	1	0	0
Eng. 200—Reading and Voice Training..	0	0	2	0	0	2
Eng. 202-203—Literature and Composition	0	4	4	0	4	4
H. Ed. 200—School and Home Nursing	0	0	2	0	0	1
H. Ed. 202-203—Physical Education .....	0	3	3	0	1	1
Music 200—Music Appreciation .....	0	0	2	0	0	1
	24	20	19	15	15	15
Ed. 200—Practice Teaching and Management .....	0	0	16	0	0	8
Ed. 201—Teaching Conferences .....	0	0	2	0	0	1
Eng. 200—Reading and Voice Training...	2	0	0	2	0	0
Eng. 202-203—Literature and Composition	4	4	0	4	4	0
H. Ed. 200—School and Home Nursing..	2	0	0	1	0	0
H. Ed. 202-203—Physical Education.....	3	3	0	1	1	0
Music 200—Music Appreciation .....	2	0	0	1	0	0
	19	20	24	15	15	15

The division into two groups is necessary on account of the practice teaching, one-half having this in the first quarter and the other half having it in the third quarter. It will be noted that both groups cover exactly the same work.

By special permission of the faculty students may carry a maximum of 18 credits. As much as one conditioned entrance unit (3 credits), or 3 credits of deferred work from the Junior Year, may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Diploma of this school and a Normal Professional Certificate issued by the State Board of Education.



# PROFESSIONAL COURSES III AND IV FOR TEACHING IN HIGH SCHOOLS AND JUNIOR HIGH SCHOOLS

## First (Junior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 105—Orientation .....	2	0	0	1	0	0
Ed. 106-107—Educational Psychology....	3	3	0	3	3	0
Ed. 108—Teaching and Management.....	0	0	3	0	0	3
Eng. 100—English Fundamentals.....	3	0	0	3	0	0
Eng. 107-108—English for High Schools	0	3	3	0	3	3
H. Ed. 101-102-103—Physical Education..	3	3	3	1	1	1
H. Ed. 104—School Hygiene .....	0	3	0	0	3	0
History 104—Recent American History..	0	3	0	0	3	0
Man. Arts 100—Handwriting .....	0	0	2	0	0	1
Man. Arts 104-105—Manual Arts .....	2	0	2	1	0	1
Music 105-106—Music for High Schools...	2	0	2	1	0	1
Social Science 100—Citizenship and Gov- ernment .....	3	0	0	3	0	0
Social Science 110—Human Geography...	0	0	3	0	0	3
One of the following must be taken:						
For. Language 101-102-103—Latin I ....	3	3	3	3	3	3
For. Language 104-105-106—French I ....	3	3	3	3	3	3
Math. 101-102-103—Algebra, Geometry and Trigonometry Methods .....	3	3	3	3	3	3
Phys. Science 110-111-112—General Science	5	5	5	3	3	3
	21-23	18-20	21-23	16	16	16

By special permission of the faculty students may carry a maximum of 19 credits. As much as one conditioned entrance unit (3 credits) may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Senior Year of this course.

PROFESSIONAL COURSES III AND IV  
FOR TEACHING IN HIGH SCHOOLS AND JUNIOR HIGH  
SCHOOLS

Second (Senior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 200—Practice Teaching and Manage- ment .....	4	4	4	2	2	2
Ed. 201—Teaching Conferences .....	2	2	2	1	1	1
Ed. 202-203—History and Principles of Education .....	0	3	3	0	3	3
Ed. 208—Educational Tests .....	3	0	0	3	0	0
Eng. 207-208-209—Advanced English.....	3	3	3	3	3	3
H. Ed. 204-205—Physical Education.....	3	0	3	1	0	1
Music 200—Music Appreciation .....	0	2	0	0	1	0
	<hr/> 15	<hr/> 14	<hr/> 15	<hr/> 10	<hr/> 10	<hr/> 10
Elect two of the following:						
Agri. 200-201-202—Agriculture .....	5	5	5	3	3	3
Biol. 210-211-212—Biology .....	5	5	5	3	3	3
For. Lang. 201-202-203—Latin II .....	3	3	3	3	3	3
For. Lang. 204-205-206—French II .....	3	3	3	3	3	3
Hist. 211-202-203—Modern History— Economics and Sociology .....	3	3	3	3	3	3
Math. 200-201-202—Advanced Mathematics	3	3	3	3	3	3
Phy. Sci. 213-214-215—Chemistry .....	5	5	5	3	3	3
Phy. Sci. 216-217-218—Physics .....	5	5	5	3	3	3
	<hr/> 20	<hr/> —	<hr/> 28	<hr/> 16	<hr/> 16	<hr/> 16

Students may carry a maximum of 19 credits. As much as one conditioned entrance unit (3 credits) or as much as 3 credits of deferred work of the Junior Year may be satisfied in this way. The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Diploma of this school, a Normal Professional Certificate, and a Special Certificate for teaching those subjects that the graduate has pursued for both years of this course, issued by the State Board of Education.



# PROFESSIONAL COURSE V HOME ECONOMICS COURSE

## First (Junior) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 105—Orientation .....	2	0	0	1	0	0
Ed. 106-107—Educational Psychology ....	3	3	0	3	3	0
Ed. 108—Teaching and Management.....	0	0	3	0	0	3
Eng. 101-102-103—English Fundamentals and Composition .....	2	2	2	2	2	2
Health Ed. 101-102-103—Physical Educa- tion I .....	3	3	3	1	1	1
Home Ec. 101-102-103—Clothing and Tex- tiles .....	5	5	5	3	3	3
Home Ec. 104-105-106—Foods .....	5	5	5	3	3	3
Man. Arts 109-110—Fundamentals of Fine Arts .....	0	2	2	0	1	1
Phy. Science 104-105-106—General Chem- istry .....	5	5	5	3	3	3
	<u>25</u>	<u>25</u>	<u>25</u>	<u>16</u>	<u>16</u>	<u>16</u>

Students may carry a maximum of 19 credits. As much as one conditioned entrance unit (3 credits) may be satisfied in this way.

The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Second (Senior) Year of this course.

**PROFESSIONAL COURSE V**  
**HOME ECONOMICS COURSE**  
**Second (Senior) Year**

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Biology 207-208-209—Biology and Physiology .....	5	5	5	3	3	3
English 204-205—English and American Literature .....	0	3	3	0	3	3
H. Ed. 104—School Hygiene .....	3	0	0	3	0	0
History 204-205—Industrial History and Economics .....	0	2	2	0	2	2
Phy. Sci. 204-205-206—Chemistry of Foods and Textiles .....	4	4	4	2	2	2
Soc. Science 200—Citizenship and Government .....	2	0	0	2	0	0
One of the following groups must be taken:						
<i>Group A:</i>						
Home Ec. 201-202—Textiles .....	0	5	5	0	3	3
Home Ec. 204-205—Foods .....	0	5	5	0	3	3
Home Ec. 216—Practice Teaching in Home Economics .....	10	0	0	5	0	0
Home Ec. 217—Practice Teaching Conferences .....	2	0	0	1	0	0
<i>Group B:</i>						
Home Ec. 201-202—Textiles .....	5	0	5	3	0	3
Home Ec. 204-205—Foods .....	5	0	5	3	0	3
Home Ec. 216—Practice Teaching in Home Economics .....	0	10	0	0	5	0
Home Ec. 217—Practice Teaching Conferences .....	0	2	0	0	1	0
<i>Group C:</i>						
Home Ec. 201-202—Textiles .....	5	5	0	3	3	0
Home Ec. 204-205—Foods .....	5	5	0	3	3	0
Home Ec. 216—Practice Teaching in Home Economics .....	0	0	10	0	0	5
Home Ec. 217—Practice Teaching Conferences .....	0	0	2	0	0	1
<i>Group D:</i>						
Biology 213—Agriculture .....	0	0	5	0	0	3
*Electives .....	0	0	3	0	0	3
Home Ec. 201-202—Textiles .....	5	5	0	3	3	0
Home Ec. 204-205—Foods .....	5	5	0	3	3	0
	22	to	26	16	16	16

By special permission of the faculty students may carry a maximum of 19 credits. As much as one conditioned entrance unit (3 credits) or 3 credits of deferred work from the first year may be satisfied in this way.

The right is always reserved to refuse such additional work, or to withdraw it after being allowed, if in the judgment of the faculty the student's scholastic record or physical condition makes it inadvisable for her to attempt extra work.

*Leads to:* The Third Year of this course and the Diploma for two-year graduation from this school.

\*Elective subject to approval of Dean or Classification Committee.



# PROFESSIONAL COURSE V HOME ECONOMICS COURSE

## Third (Postgraduate) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Biology 300—Bacteriology .....	0	5	0	0	3	0
Ed. 301-302—History and Principles of Education .....	3	3	0	3	3	0
Eng. 301-302-303—English and Public Speaking .....	3	3	3	3	3	3
H. Ed. 310—Home Nursing and Care of Children .....	0	0	4	0	0	2
Home Ec. 301—Practice House .....	0	0	6	0	0	2
Home Ec. 302—Home Management .....	0	0	4	0	0	3
Home Ec. 303—House Planning and Deco- ration .....	0	0	4	0	0	4
Home Ec. 304-305—Experimental and Demonstration Cookery .....	4	4	0	2	2	0
Home Ec. 307-308—Clothing and Costume Design .....	4	4	0	2	2	0
Manual Arts 300—Fundamentals of Design	4	0	0	2	0	0
Physical Science—304-305-306—Organic and Nutritional Chemistry .....	5	5	5	3	3	3
	23	24	26	15	16	17

*Leads to:* The Fourth (Degree) Year of this course.

NOTE: The term "postgraduate" is used here for the sake of clear-  
ness. Among other significations it denotes that graduates in two-year  
courses offered at this or other institutions of like character may enter  
the third year of the four-year course leading to the degree in home  
economics. In each case the program of the student will be made out in  
accordance with the work already completed.

# PROFESSIONAL COURSE V HOME ECONOMICS COURSE

## Fourth (Degree) Year

PROGRAM OF CLASSES	Class Periods			Credits		
	I	II	III	I	II	III
Ed. 403—Vocational Education .....	0	0	3	0	0	3
Eng. 403-404—Advanced Composition; Modern Drama .....	3	0	3	3	0	3
Home Ec. 404-405—Dietetics .....	4	4	0	3	3	3
Home Ec. 410—Practice Teaching .....	4	4	4	2	2	2
Home Ec. 411—Practice Teaching Confer- ences .....	2	2	2	1	1	1
Phy. Sci. 406-407-408—Practical Physics.	5	5	5	3	3	3
Soc. Sci. 401-402—Sociology and Economics	3	3	0	3	3	0
	<u>21</u>	<u>23</u>	<u>22</u>	<u>15</u>	<u>15</u>	<u>15</u>

### *Electives:*

*Home Ec. 413-414-415—Home Demon- stration .....	5	5	5	3	3	3
*Home Ec. 416-417-418—Institutional Management .....	5	5	5	3	3	3

*Leads to:* The Bachelor of Science (B. S.) Degree and Diploma conferred by this school, and the Collegiate Professional Certificate issued by the State Board of Education.

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\*May be substituted for Home Economics 410 and 411 when student decides to enter the field of either Home Demonstration work or Institutional Management.



## DEPARTMENTS OF INSTRUCTION

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### I. DEPARTMENT OF AGRICULTURE AND BIOLOGY

Mr. Chappellear

Under this head are grouped the subjects of agriculture, biology, bacteriology, physiology, and nature science. All these subjects deal with natural phenomena and with man's relation to nature and are further allied in the methods that have proved effective in their presentation, namely, laboratory work, the demonstration and directed observation.

The department includes both the general study of human as well as plant and animal life and the practical work in agriculture, which in most cases is carried along simultaneously, making the work more concrete and at the same time preparing teachers to handle biologic science in both its theoretic and practical aspects.

#### 113. NATURE SCIENCE.—*3d quarter; 5 periods a week.*

In this course the student is made familiar with the common wild and cultivated plants; trees and shrubs; lower forms of plant life; birds, mammals, frogs, and other vertebrates; insects and other arthropods; and lower animal life. Primary importance is given to life processes. The various organisms are studied rather than studied about, and the class is conducted principally in the field and laboratory. Numerous individual observations, reports, and collections are required. The students also learn to tell stories about plants and animals that are of interest to children in the kindergarten and primary grades.

#### 200-201-202. AGRICULTURE.—*1st, 2d, and 3d quarters; 5 periods a week.*

The purpose of this course is to acquaint the student with elementary agriculture. Projects, supplemented by the necessary lectures, laboratory work, text study, observations, and references constitute the method of instruction. Special attention is given poultry husbandry and gardening.

#### 207-208-209. BIOLOGY AND PHYSIOLOGY.—*1st, 2d, and 3d quarters; 5 periods a week.*

Under this general title is offered a course in elementary botany, zoology and physiology. This course is principally taught in the laboratory and as far as possible each division is made complete in itself. Botany is given in

the fall, physiology in the winter, and zoology in the spring and all are adapted to the needs of students in the course in home economics.

210-211-212. BIOLOGY.—*1st, 2d, and 3d quarters; 5 periods a week.*

The fundamental principles of all forms of life are studied, through the consideration of the origin, development, and growth of plants and animals and of their relationship to one another and to mankind. One quarter is given to the study of the physiology of man. Laboratory fee: \$1.00 each quarter for supplies used by the student.

213. AGRICULTURE.—*3d quarter; 5 periods a week.*

This is a brief course in elementary agriculture. The principal emphasis is on poultry culture and gardening. As far as the time allows, the theory of the subject is supplemented by practice.

301. BACTERIOLOGY.—*2d quarter; 5 periods a week.*

This is a study of the relationship of micro-organisms to household affairs such as the preparation and preservation of foods, sanitation and hygiene, and the prevention of disease.



## II. DEPARTMENT OF EDUCATION

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Dr. Gifford, Miss Anthony, Miss Seeger, and Supervisors

The Department of Education is the most characteristic and perhaps the most important department of a normal school. It has to deal with the distinctly professional side of the training of teachers.

It is the purpose of this department to give the best possible professional preparation to young women for the work of teaching and supervising in the public schools of Virginia. The good teacher must know the subjects she has to teach and also the pupil to whom her instruction is given; hence in addition to sound scholarship she must have a good knowledge of the nature and growth of the child's mind.

The department aims to impress upon the teacher the importance of the work she is about to undertake, the honor and nobility of the profession, the responsibility of the teacher as a member of society, and her duty to her pupils, patrons, and fellow-teachers.

The training schools, both urban and rural, are quite adequate for the purposes of this department. These have been referred to on a previous page.

100-101-102. BIBLE STUDY AND SUNDAY SCHOOL METHODS.—*1st, 2d, and 3d quarters; 2 periods a week.*

The purpose of this course is to prepare students to teach in Sunday schools and to that end one period per week is devoted to a careful study of the Bible from the literary and historical standpoint and one period is given to a discussion of the methods of presenting Bible lessons to children of various ages in the Sunday school. The latter period of work is conducted on Sunday morning in the Sunday schools of the several churches of the community, the students being divided into groups according to denomination, each group using the course and literature prepared by its denomination.

105. ORIENTATION.—*1st quarter; 3 periods a week.*

This course seeks to put the student, at the beginning of her professional work, into possession of certain information of a general character which is considered fundamental to successful study and life in an institution for the preparation of teachers, and to guide her in choosing among

the various courses which lead to the different types of teaching service. The specific qualities essential to success in each type of work are pointed out, and such advice is given as will aid in the selection of a suitable specific curriculum. The course includes instruction as to the use of the library, of reference books, readers' guides, etc., and as to the preparation of bibliographies, the making of notes, arrangement of notebooks, and economy of time in reading. The ideals of this school and of the teaching profession are impressed upon the student, to the end that a proper attitude may be developed toward the great work for which she is preparing and toward all the phases of normal school life which contribute to that preparation.

106-107. EDUCATIONAL PSYCHOLOGY.—*1st and 2d quarters; 3 periods a week.*

This is an introductory course in general and educational psychology. A careful study is made of original human tendencies and the laws by which modifications in them are made, of the learning process in its various aspects and of the causes and treatment of individual differences. An effort is made to develop the scientific point of view both in the interpretation of the student's own mental experience and in the study of the child of school age. Separate sections are formed for those preparing for work in the primary grades, the grammar grades, the high school, and for teaching home economics, making it possible to apply the principles studied to the special problems in each field.

108. TEACHING AND MANAGEMENT.—*3d quarter; 3 periods a week.*

This course is sequent to Education 106-107 and is similarly sectioned in order to meet the needs of the various groups of students. It aims through discussion, readings and observations in the training school to deal with the essential phases of the educative process, educational aims, methods, subject-matter and management, in such a way as to give direct preparation for the practice teaching which follows in the senior year.

112. ARITHMETIC FOR THE PRIMARY GRADES.—*3d quarter; 2 periods a week.*

In this course a rapid review is made of the arithmetic taught in the primary grades. The student is acquainted with the newer methods of arithmetic teaching, and with the best modern courses of study in arithmetic. Number games are studied both as a means in the presentation of new topics and as motivated drill. Emphasis is put on the use of standardized tests as a teaching device.

113. PRIMARY HISTORY AND SOCIAL STUDIES.—*2d quarter; 3 periods a week.*

This course deals with the problem of citizenship training in the primary grades. It attempts to show the student how citizenship is brought about by participation in the schoolroom-community. The subject matter centers around healthful living in connection with the fundamental needs,



food, clothing, and shelter, as met by man in primitive life and in the child's own environment. Modern courses of study are compared, much time being spent in the organization of subject matter. It is paralleled by projects in handwork. (Man. Arts 102-103)

115-116. PRIMARY READING, LITERATURE AND STORY-TELLING FOR CHILDREN.—*2d and 3d quarters; 3 periods a week.*

In this course a survey is made of literature for younger children and standards are set for the methods of presentation, including story-telling and dramatization. Special emphasis is placed upon primary reading, including phonics. Illustrative lessons paralleling the course are taught in the kindergarten and primary school and will be observed from time to time.

200. PRACTICE IN TEACHING AND MANAGEMENT.—*1st, 2d, and 3d quarters; periods a week as indicated in the course schedules.*

Students in this course are assigned to work under the direction of the critic teachers. They are given experience in planning lessons, in teaching, in recreational activities and in class management. Practise teaching is done under real public school conditions.

201. TEACHING CONFERENCES.—*1st, 2d, and 3d quarters; 2 periods a week.*

Once each week the entire practice teaching body is brought together by the Director of the Training School to discuss the various problems that arise with regard to successful work and the making of efficient teachers. Several conferences a week are held with the critic teachers for the purpose of aiding the student in meeting the needs of the daily classwork. Individual conferences between the student and supervisor are held as needed.

202-203. HISTORY AND PRINCIPLES OF EDUCATION.—*2d and 3d quarters; 3 periods a week.*

In this course a survey is made of the development of educational theory and practice from the earliest times to the present, with the emphasis made upon the modern period and upon American education. Through making the student familiar with the great movements and leaders in education, it aims in the second place to make explicit to the student the underlying aims, meaning, and principles of education in a modern democratic society.

208. EDUCATIONAL TESTS.—*1st quarter; 3 periods a week.*

This course aims to familiarize the student with the new measurement movement in education. Attention will be about equally divided between subject-matter, or achievement tests and intelligence tests. Practice will be had in giving and scoring tests in connection with the annual survey in the local schools, while emphasis will also be laid upon the critical study of the various available tests and of the tabulated results of their use in school surveys and school reports. It is the further purpose of the course to equip at least the abler half of each student group to actually give these tests when called upon after graduation.

209. PROJECT WORK.—*1st or 2d quarter; 5 periods a week.*

It is the function of this course to give the student practical training in developing and teaching or directing projects, particularly of the constructive type. Each section of the class will be under the joint direction of some member of the educational department and the manual arts instructor. The projects, whether individual or of a group nature, will draw upon the various subjects of the elementary school, such as language, arithmetic, science, geography, history, citizenship and health, and consequently the co-operation of the normal instructors of these studies will be had in working them out. Wherever possible, the work will be tied up with the activities of the training school.

301-302. HISTORY AND PRINCIPLES OF EDUCATION.—*1st and 2d quarters; 3 periods a week.*

This course in the main follows the general plan of Education 202-203. The stress however is on the development of vocational education, home economics, and the sciences, and the principles most fundamental in teaching these subjects.

403. VOCATIONAL EDUCATION.—*3d quarter; 3 periods a week.*

This course purposes to assist the student at the end of his course to see the problems of education in the large in relation to those of society and social life in general, that is, to give a brief introduction to the study of educational sociology. Special attention will be given to the problems of vocational education and to the use of vocational and home economics standard tests.



### III. DEPARTMENT OF ENGLISH

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Mr. Logan, Miss Cleveland, Miss Hoffman, Miss Hudson, and  
Miss Stevens

This department should always be considered of prime importance in the academic work of every institution.

It is of the greatest consequence that our teachers be well grounded in their mother tongue; and it is better that the study of other branches be neglected than that anything be lacking in the training in English. This school recognizes this fact, and has provided courses in the English language in every course open to its students. In this department the objects sought are:

(1) To give the student a ready command of good English and the ability to use it in a practical way; (2) to give the student the power to appreciate and enjoy the best in English and American literature; (3) to give the future teacher a fund of subject-matter and a training in the best methods of teaching the English branches in the schools.

In the work of the department, reference is made to many books which may be obtained in the school library, and much collateral reading is required in general literature and also in pedagogical literature referring to the teaching of English.

Every effort is made in all the departments of the school to develop good habits in the use of English, whether oral or written. No student is allowed to omit the required work in English for the year in which she is entered, except under most extraordinary circumstances; and any student found notably deficient in English may be required to do extra work in the department until such deficiency is removed.

#### 1. SPELLING AND THE MECHANICS OF WRITING.—1st 2d, and 3d quarters; twice a week during assembly period.

This is a special course in spelling, punctuation, dictation, and composition, designed to help students who have not had sufficient foundation work in these branches. At the beginning of the session a rigid test in fundamentals is given to all new students, and those who make satisfac-

tory grades are excused. This course is found to be of considerable value in improving the written work of students in the regular English classes, as well as in other departments.

100. ENGLISH FUNDAMENTALS.—*1st quarter; 3 periods a week.*

This course is a review of grammar and an intensive drill in the fundamentals of oral and written composition, to the end that the student may be relied on to talk and write clearly. Considerable practise is afforded in the writing of letters.

101-102-103. ENGLISH FUNDAMENTALS AND COMPOSITION.—*1st, 2d, and 3d quarters; 2 periods a week.*

In the first quarter this course closely parallels the content of English 100; in the second quarter the work centers about narrative writing; in the third quarter the modern essay provides literary specimens which are examined for the selection and arrangement of material.

105. ENGLISH LANGUAGE.—*2d quarter; 3 periods a week.*

Courses of study are examined for language work in the intermediate grades; and methods of teaching spelling, grammar, language, and composition are presented.

106. CHILDREN'S LITERATURE.—*3d quarter; 4 periods a week.*

The aim of this course is to acquaint students with a considerable body of literature which appeals to children in the intermediate grades. Methods of building up a taste for good literature are considered. Relative values in oral and silent reading in the grades are also discussed.

107-108. ENGLISH FOR HIGH SCHOOLS.—*2d and 3d quarters; 3 periods a week.*

Changing conceptions in the aims of English teaching in the high school are pointed out, attention is directed to the principles which govern the choice of material, and the study of English in junior and in regular high schools is differentiated. Considerable stress is placed on composition, both written and oral, with a study of the most widely used scales. A large amount of reading in the content of high school literature is done.

200. READING AND VOICE TRAINING.—*1st quarter; 2 periods a week. Repeated in 3d quarter.*

This course aims to insure for the student (1) a good teaching voice, and (2) effective address with facility and ease in oral expression. Effort is made to develop the power to read aloud at sight in a simple and appreciative manner.



202-203. LITERATURE AND COMPOSITION.—1st and 2d quarters; 4 periods a week. *Repeated 2d and 3d quarters.*

An advanced course in literature with some attention to oral reports and to theme-writing. The aim is to make a careful and systematic study of a few of the more important literary periods.

204-205. GENERAL SURVEY OF ENGLISH AND AMERICAN LITERATURE.—2d and 3d quarters; 3 periods a week.

A study of the works of representative authors. Types studied include lyric and epic poetry, familiar and critical essays, and orations. A term paper is required each quarter.

207. AMERICAN LITERATURE.—1st quarter; 3 periods a week.

A survey of American literature, with emphasis upon material suitable for high school pupils. Special stress is laid upon the founders of our literature and on the short story as America's peculiar contribution to literary forms.

208. SHAKESPEARE AND THE DRAMA.—2d quarter; 3 periods a week.

An intensive study of the half-dozen of Shakespeare's plays most usually taught in the high school. This course calls for considerable reading in the technique of the drama and in the historical development of the Elizabethan theatre.

209. CLASSICAL LITERATURE IN TRANSLATION.—3d quarter; 3 periods a week.

A study of certain masterpieces of Greek literature through their English translations. Textbooks: Derby's *Iliad*; Palmer's *Odyssey*; Murray's *Electra* and *Iphigenia*; Jebb's *Classical Greek Poetry*; Symonds' *Studies of the Greek Poets*.

301. SPOKEN ENGLISH.—1st quarter; 3 periods a week.

Following a brief study of voice technique, attention is directed to the preparation of notes and papers, and to the nature of audiences. Practise is had in talks for public delivery before teachers' meetings, patrons' leagues, community gatherings, round table meetings. There is also practical work in preparation for the conduct of school debates, speaking contests, public programs, and the supervision of literary societies.

302. THE NOVEL.—2d quarter; 3 periods a week.

A study of the development of the novel which traces its varied content and growing technique from Defoe to the moderns.

303. NINETEENTH CENTURY PROSE.—*3d quarter; 3 periods a week.*

The early reviewers, followed by a study of Carlyle, Arnold, Ruskin, Mills, and Huxley. The emphasis is placed chiefly on the social criticism implicit in these authors.

403. ADVANCED COMPOSITION.—*1st quarter; 3 periods a week.*

An advanced course in writing, complemented by preliminary oral presentation. Research is demanded of students, and principles of writing are taught in their application to the essay which each student writes.

404. MODERN DRAMA.—*3d quarter; 3 periods a week.*

Dramas that have interested and influenced our generation are discussed in the light of modern dramatic criticism. There are read representative plays by Wilde, Pinero, Jones, Galsworthy, Shaw, Barrie, Moody, Fitch, Thomas, Maeterlinck, Hauptmann, Strindberg, Rostand, and others.



#### IV. DEPARTMENT OF FOREIGN LANGUAGES

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Miss Cleveland and Miss Hoffman

The purpose of the work of this department is to prepare teachers of Latin and French in the high school and junior high school. To this end the program offered, in each language, is the equivalent in standard to the usual college courses in subject-matter and in addition makes an intensive study of the content of high school courses and the methods of teaching them. As a result of the study of these languages, particularly of Latin, improvement should be gained in the use of English, through attention to derivation, to correspondence and differences in words and their meaning, and to comparative grammar. For admission to the Latin of the Junior Year, which corresponds to first year college Latin, the student must invariably present four high school units in the language. For admission to work in French two years of high school instruction in the subject is required.

##### FRENCH

104-105-106. FRENCH I.—*1st, 2d, and 3d quarters; 3 periods a week.*

This course continues the study of grammar, reading, composition, and conversation, and serves as a general introduction to French literature. A large amount of reading is required, selections being taken from such authors as Sand, Hugo, Mairat, Daudet, and Dumas. Attention is given to methods of teaching French in the high school. Textbooks; Fraser and Squair's *French Grammar*; Chardenal's *Complete French Course*; readings to be selected as needed.

204-205-206. FRENCH II.—*1st, 2d, and 3d quarters; 3 periods a week.*

This is an advanced course in the study of the French language and literature for those who have had French I or the equivalent. Writings are used from the works of such authors as Merimee, Hugo, Corneille, Racine, Moliere, Sand and Dumas. Much sight reading and parallel reading are required.

## LATIN

101-102-103. LATIN I.—*1st, 2d, and 3d quarters; 3 periods a week.*

Selections from Livy are read, and special attention is paid to the character and value of Livy's history. Exercises in prose composition are required. The course also includes the reading of some of the odes of Horace.

201-202-203. LATIN II.—*1st, 2d, and 3d quarters; 3 periods a week.*

This course continues the reading of Latin literature, in selections from the following groups: Tacitus, Horace, Pliny, Juvenal, Plautus, Terence, Catullus. The study of composition is continued, with drill in syntax and idiom. Attention is also given to methods of teaching Latin.



## V. DEPARTMENT OF HEALTH EDUCATION

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### Miss Franke and Miss Pannill

An all-round development of the individual requires careful attention to the physical as well as to the mental side. Among the qualifications of a good teacher is good health, and upon this are dependent in large degree certain other important qualifications, as pleasing personality and good disposition. Attainments in scholarship are dependent, in large measure, upon physical strength and freedom from disease.

The courses in this department are offered for the accomplishment of three aims: (1) to give every student a knowledge of the laws of health, and the opportunity to acquire physical health and vigor, as far as possible, in a recreative and pleasant manner, at the same time freeing her from the strain of constant study; (2) to give to future teachers such knowledge and such training as will help them care for the physical welfare of the pupils in their charge, and proficiency in such exercises as are suitable for use in the different grades of the public schools for developing the bodily vigor and directing the play of the children; (3) to enable teachers to meet the requirements of the West Law.

Students are required to attend classes for systematic instruction, as stated in the schedule of courses, and no student is excused except by the school physician. Every student is expected to take daily exercise, in the open air as far as practicable. In addition to the courses in physical exercise and recreation, instruction is given in school and home nursing, and in personal, school, and public hygiene. Special attention is given in the courses in hygiene to the subjects of preventive medicine and health examination of school children.

A gymnasium is provided, together with the necessary apparatus, for healthful physical exercise and instruction indoors, and with lockers and baths in adjoining rooms. An athletic field, in a suitable location on the campus, has been partially

developed, and provides for tennis courts, a basket-ball court, and a hockey field. A special classroom and laboratory has been fitted up for the work in home and school nursing.

Students are required to provide themselves with the gymnasium uniform suit and shoes, for use in the physical education classes. Tennis rackets and balls must be supplied by the students who use them, but all other equipment for both indoor and outdoor games is supplied by the school or by the student athletic association.

101-102-103. PHYSICAL EDUCATION I.—1st, 2d, and 3d quarters; 3 periods a week.

This course devotes a large amount of attention to marching tactics, free gymnastics, light and heavy apparatus work, mass exercises, song and ring games and dances. Personal instruction is given in personal health habits, with special emphasis on the correction of faulty posture. Attention is also given to outdoor exercises of various kinds, such as walking, running, field hockey, tennis and such games as basket ball, volley ball, captain ball and indoor baseball. Teams are organized for interclass competition and all training for athletic feats is carefully systematized and supervised.

104. SCHOOL HYGIENE.—1st, 2d, or 3d quarters; 3 periods a week.

This course in school hygiene has for its aim the health of school children. Readings and lectures develop the subjects—physical defects and their control, communicable diseases and their control, care of the school plant, first aid, and personal hygiene. Some attention is also given to personal hygiene, particularly the hygiene of the teacher.

200. SCHOOL AND HOME NURSING.—2d quarter; 2 periods a week.

The course includes work in school and home nursing, emergencies, and the care of children. Its purpose is to give a knowledge of what to do in cases of accident or other emergencies in the absence of a physician, to give ability to nurse cases of sickness in the home in an intelligent manner, and to prepare food for the sick in the home. This theoretical instruction is accompanied by practical demonstrations, and is valuable to the teacher in caring for her pupils in school as well as in the home. This course does not in any way aim to prepare young women as *trained nurses*. Laboratory fee: 25 cents.

202-203. PHYSICAL EDUCATION II.—1st and 2d, or 2d and 3d quarters; 3 periods a week.

This course considers the exercise appropriate for pupils of the various grades. Students are made familiar with the games and plays suitable to



the playground, schoolroom and gymnasium. Study is also made of the use of gymnastic signals and commands, use of the voice, the presentation of new material, Swedish day's order, criticism and management of classes, theory of play, training in posture as well as the principles and methods of teaching physical culture in the schools. Materials are adapted to the needs of the different sections, and readings and note-books supplement the actual practise.

204-205. PHYSICAL EDUCATION FOR HIGH SCHOOL AND JUNIOR HIGH SCHOOL TEACHERS.—*1st and 3d quarters; 3 periods a week.*

A study of the value of posture and the methods of training pupils in posture, the use of commands, the arrangement of lessons in tactics and free gymnastics and the study and practise of games constitute the general aim of instruction in this course. The rules, manner of coaching and managing volley ball, basketball, baseball, tennis, and track events are given detailed attention, special emphasis being laid upon the methods of teaching these games in such a manner as to obtain the participation of the greater part of the student body instead of a few of the best. Members of the class are given opportunities for practising the teaching of physical education in the county and town schools.

310. HOME NURSING AND CARE OF CHILDREN.—*3d quarter; 4 periods a week.*

This course follows the general plan of Health Education 200, but is more advanced and takes into consideration the physical and mental care of children.

## VI. DEPARTMENT OF HISTORY AND SOCIAL SCIENCES

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Dr. Wayland, Mr. Dingleline, and Miss Spilman

In the work in history the aim is to enable the student to interpret the society of which she is herself a part, and her part in the social whole. To do this the development of civilization must be traced from the early historical ages to the present. History is studied as a connected story of man's life on the earth rather than as a jumble of disconnected facts. Together with the courses in economics and sociology, the work in civics gives the student a conception of society and government and the relation of man to his fellow-men.

The school library contains a large number of carefully chosen historical works, and frequent references to these are given. The department possesses an unusually complete and valuable collection of maps, charts, and pictures, for which space is provided in the classroom set apart for this use. There are also a number of valuable and interesting articles of historical interest—the beginnings of a museum collection.

In addition to the courses indicated below, occasional talks on ethics and on matters of current significance are made by members of the faculty and others at the daily assembly. Current events are brought up for discussion in the different classes from time to time.

100. CITIZENSHIP AND GOVERNMENT.—*1st, 2d, or 3d quarter; 3 periods a week.*

This is a course in the fundamentals of government and citizenship for juniors. It will be so shaped as to give the student an acquaintance with the outstanding forms and processes in school, local, state, and national government, an understanding and appreciation of the duties and privileges of citizenship, and some preparation for the teaching of civics and related subjects in the schools. Some of the best and most approved texts will be used, and an effort will be made throughout to give the course vitality, human interest, and a practical value by reference to periodicals and current events.



104. RECENT AMERICAN HISTORY.—*2d quarter; 3 periods a week.*

This course is devoted especially to a study of American history since 1870, and includes the following topics: economic and industrial developments, parties and party issues, federal legislation, the development of the West, imperialism, the growth of capitalism, education, and American ideals. The relations of the United States with other nations, our part in the great world war, our foreign territories, and the problems that must be carried into the future are given attention. The textbook is supplemented with frequent references to the library.

108. PRIMARY GEOGRAPHY.—*1st quarter; 5 periods a week.*

This course is preparatory to teaching in the primary grades. It provides the subject matter with which pupils become acquainted through first-hand contact with their environments and organizes it into projects. The course embraces excursions and laboratory work.

109. ECONOMIC AND REGIONAL GEOGRAPHY.—*2d quarter; 4 periods a week.*

This course is preparatory to teaching in the grammar grades. It is largely subject-matter to form a background of information, but it organizes the subject-matter into types, outlines, papers, and projects.

110. HUMAN GEOGRAPHY.—*3d quarter; 3 periods a week.*

This course aims to set forth the principles of geography in its human aspects and to build a foundation upon which to teach human relationships and the effects of geographic controls. It is for students preparing to teach in junior or senior high schools.

200. CITIZENSHIP AND GOVERNMENT.—*1st quarter; 2 periods a week.*

This course is very similar to Social Science 100 but due to the smaller number of meetings, certain problems will be omitted and others treated in less detail.

202. ECONOMICS.—*2d or 3d quarter; 3 periods a week.*

This is an introductory course in economics. It considers the production, exchange, distribution, and consumption of wealth, with special reference to American conditions. The standard of living is given attention. Special emphasis is put upon agricultural production and the rural phase of the entire subject, including a consideration of management, marketing, organization, etc.

203. SOCIOLOGY.—*3d quarter; 3 periods a week.*

This course includes an analysis of the present social structure and conditions in the United States, of the more important elements in the existing form of industrial organization and the stages through which it has been developed, of the needs of the different classes that have developed in America, and of efforts that are being made to better their condition. The possibilities of education of the proper type in the direction of social betterment and the demands of sociology upon education, are dwelt upon. The work of the course enables the student to understand more clearly the spirit of the new education, and the reasons for the changes in the school curriculum. It also points out her duty to society and to the child in training him for a place in society.

204-205. INDUSTRIAL HISTORY AND ECONOMICS.—*2d and 3d quarters; 2 periods a week.*

This course gives a history of our nation's industrial growth and uses these historical topics as a basis for the presentation of economics. Inventions and their effects, the growth of the factory system, the development of transportation and communication, modern farming, and commercial expansion are discussed and studied. The historical development of these subjects furnishes the illustrative material for the study of consumption, production, exchange, and distribution of wealth, and the economic theories which accompany them.

210. RECENT AMERICAN HISTORY.—*1st or 2d quarter; 3 periods a week.*

This course includes a study of American history since 1870, and includes the following topics: the economic revolution, parties and party issues, Federal legislation, imperialism, growth of capitalism, and American ideals. The relations of the United States to other nations and to the great world war receive considerable attention. Being a library and lecture course, no particular textbook is used.

211. MODERN EUROPEAN HISTORY.—*1st, 2d, or 3d quarter; 3 periods a week.*

In this course special attention is given to the history of England, France, and Germany, particularly as it is related to the history of the United States. Attention is directed to the growth and development of present institutions, and to the marvelous progress of the last century. The growth of political and social reforms, territorial expansion, and the causes and results of the recent war are studied.

401-402. ADVANCED SOCIOLOGY AND ECONOMICS.—*1st and 2d quarters; 3 periods a week.*

This course continues for two quarters and presupposes considerable work in civics, economics, and related subjects. A textbook will be used as a basis for study and discussion, but frequent outside assignments will be made to enable the student to gain acquaintance with various sources for materials and to develop facility in organization. Class reports on assigned topics will be required.



## VII. DEPARTMENT OF HOME ECONOMICS

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Miss Brinton, Mrs. Moody, Miss McGuire, Mrs. Brock, Miss Day, Miss Wilson, Miss Scharfenstein

From practical, economic, and cultural standpoints the household arts may be considered liberal, since they open up to the student vast fields of knowledge and experience. Three fundamental needs of man have led to his commercial and social activities—namely, food, shelter, and clothing. The household arts deal with all three of these. The production, selection, and preparation of food; the planning, building, furnishing, decorating, and care of the home; the planning and making of articles of clothing, and the care of the same are all included under this head. This involves the development of an æsthetic appreciation for the beautiful in architecture, in art, in textiles, etc. It also leads to the acquisition of skill in the work of the home.

The general aim is to teach the art of right living, through the elevation of the ideals of the home and through the application of scientific principles to its management.

The specific aims of the several programs may be stated as follows:

- (1) To prepare special teachers of home economics for all classes of schools.
- (2) To prepare supervisors of these special subjects, demonstration agents, and community workers.
- (3) To train for the vocations of the household and institutional work, such as professional housekeepers, dietitians, managers of dining rooms and lunchrooms, matrons, and Y. W. C. A. workers, etc.
- (4) To give instruction in elementary cooking, sewing, and housekeeping to students preparing for regular grade teaching, or for home work.

As stated on a previous page, this institution has been selected by the State and Federal authorities to train teachers

and supervisors of home economics under the Smith-Hughes Law, and therefore possesses unusual advantages for this department of instruction. Rapid expansion along this line may be expected in the near future. The reputation of the school has already been firmly established, for it has sent out young women from this department to take charge of such work in other normal schools, in colleges, in district agricultural high schools, and other high schools, in elementary schools, in rural schools, and as supervisors and demonstration workers in a number of counties and cities over a wide territory.

Recently considerable demand has come for trained household and institution workers, such as dietitians, directors of dining rooms, managers of lunchrooms, institutional housekeepers, matrons, etc. To meet this demand the school gives instruction in institutional management. To meet the demand for community workers and home demonstration agents, both regular and special courses are offered in methods, in supervision, in community work, in public speaking, in bacteriology for the home, in public hygiene (with special reference to rural sanitation), and in other subjects particularly useful along this line.

The following rooms have been equipped for use by this department: laboratories in sewing and textiles, dressmaking and millinery, cooking, dietetics, household physics, household chemistry, drawing and design; a home kitchen, and a dining room, with laboratory facilities for housework and home nursing; a conference room and office, with a collection of special departmental reference books; lecture rooms; a locker room and store room.

Advanced students in home economics live in a practise home in groups, each group remaining during an entire quarter. One of the instructors lives in the practise home with the students and has general charge of it. The students perform all of the duties of the home, serving in turn in the various capacities, the work being equally divided among them. The practise home has come to be considered an indispensable part of the equipment of every school doing efficient work in home economics, and this home together with the laboratories in Maury Hall affords an excellent equipment for giving opportunities for practical training in such subjects.



The school library includes a large collection of books and magazines on home economics subjects. All other parts of the school plant are available for the work of the department as needed.

The boarding department occupies a large dining hall and service building, with kitchen, food preparation rooms, pantries, and storerooms, which are available for laboratory purposes in the courses in institutional management.

The public schools of the city and county near the school are used for observation and practise teaching purposes. Students have many opportunities for teaching their special subjects under real school conditions. Opportunities are also afforded for gaining experience in supervision, in demonstration, and in other forms of extension and community work.

The school infirmary in charge of a resident professional nurse and under the general supervision of the school physician, in addition to the classroom set aside for the purpose, offers facilities for instruction in home and school nursing. The Rockingham Memorial Hospital, located on a lot adjoining the school grounds, and affiliated in some measure with the school, maintains a regular course of training for nurses and is accredited by the State board of examiners of nurses. The normal school offers no course designed in itself to train professional nurses, but its courses offer an excellent basis for a training course in the Rockingham Memorial Hospital and other hospitals, and arrangements will be made for any student to enter the regular course of training there if she so desires and if she gives promise of being adapted to the work. In this connection attention is also called to the fact that recently the profession of medicine and medical educational facilities in our own state have been opened to women. This type of education requires preliminary preparation of a special kind, and it is believed that the courses offered at this school in its home economics department and other departments are well suited to provide the desired preliminary training for entering upon the study of medicine.

101-102-103. CLOTHING AND TEXTILES.—*1st quarter; 4 periods a week; 2d and 3d quarters; 5 periods a week.*

This course includes practise in the more complicated hand and machine work, with the use of machines and attachments. Study is also made of the clothing budget, the use and selection of commercial patterns, the laundry, and the growth and manufacture of textile fibers. Laboratory fee: 75 cents a quarter.

104-105-106. FOODS.—*1st, 2d, and 3d quarters; 5 periods a week.*

This course includes a study of foods, their composition, nutritive value and relative cost; also the principles of cooking and their application through the preparation and cooking of foods; the planning, preparation, and serving of simple type meals. Laboratory fee: \$2.00 a quarter.

201-202. CLOTHING AND TEXTILES.—*1st and 2d; 2d and 3d, or 1st and 3d quarters; 5 periods a week.*

This course is planned to give, in the first quarter, a working basis for the intelligent selection of cloth and clothing. An intensive study is made of cloth and its preparation for use, the suitability of all kinds of staple and fancy fabrics to various and possible uses and their comparative values.

The second quarter will introduce problems in the construction of clothing and millinery as will permit of the application of the principles evolved during the first quarter.

204-205. FOODS.—*1st and 2d; 2d and 3d; or 1st and 3d quarters; 4 periods a week.*

This course continues the application of the principles of cooking to the preparation of more complex mixtures of food materials; a study is also made of marketing and costs and of the planning, preparation, and serving of meals. Laboratory fee: \$3.00 a quarter. The course presupposes General Chemistry as prerequisite and Applied Chemistry as parallel.

213-214-215. HOME ECONOMICS FOR JUNIOR HIGH SCHOOLS.—*1st, 2d, and 3d quarters; 5 periods a week.*

This course aims to prepare the teacher of the junior high school to teach the home-making courses. To this end a general survey of the field of home economics is made. The course includes the following projects: making of simple garments with the use of commercial patterns, study of the various kinds of textiles, house-furnishing and planning, the preparation of the fundamental dishes, the composition and costs of foods, diet and care of children, and the ideals of simple, healthful living. Laboratory fee: \$1.50 per quarter for materials used by the student.



216. PRACTISE IN HOME ECONOMICS TEACHING AND HOME MANAGEMENT.—1st, 2d, or 3d quarters; 10 periods a week.

This course is intended to give practical experience to those students who of necessity take the two-year course in Home Economics. The teaching is done in the training schools of the city and the vicinity but under the direction of a teacher of the Normal School faculty.

217. TEACHING CONFERENCES.—1st, 2d, or 3d quarters; 2 periods a week.

This course parallels closely Home Economics 216 and aims to treat definitely the problems arising in that course and to make explicit the experience gained in that course.

300. FUNDAMENTALS OF DESIGN.—1st quarter; 4 periods a week.

This is an advanced course in pure and applied design with the greater emphasis upon those types of design closely related to home decoration, costume design and textiles. The theory and practise of color combination will also be stressed.

301. PRACTISE HOUSE.—3d quarter; 6 periods a week.

Each member of the group will live in the practise home and will serve there in all capacities. The student thus gains experience which may easily be applied in her own home or in the instruction of others in home duties. The supervisor lives with the students and directs their work. The work of this course is correlated closely with Home Economics 302, and 303.

302. CONFERENCES ON HOME MANAGEMENT.—3d quarter; 4 periods a week.

In these conferences there will be discussed the scientific and economic principles applied to the problems of the home; household efficiency, household service, division of income, apportionment of time, standards of living.

303. HOUSE PLANNING AND DECORATION.—3d quarter; 4 periods a week.

The aim of the course is to develop in students of home economics an appreciation of design in homes, the fundamentals of architectural structure and suitable decoration of exteriors. An application of the subject matter of the course in design will be one of the principal aims.

304-305-306. DEMONSTRATIONAL AND EXPERIMENTAL COOKERY.—*1st and 2d quarters; 4 periods a week.*

It is the purpose of this course to give students practise in preparing for public lectures and demonstration in cooking; it offers opportunity for research work by means of experimental cookery. Laboratory fee: \$2.00 a quarter.

307-308. HISTORY OF COSTUME AND COSTUME DESIGN.—*1st and 2d quarters; 4 periods a week.*

In presenting the work in history of costume, the aim is to give the student a broad basis for the critical analysis of the principles of costume design through an intensive study of the historical development of costume and the types of costumes which have produced the essential elements of good clothing.

The subject-matter of the course in costume design will be the application of the principle of pure and applied design to costume. Appreciation of essentials will be gained through criticism and study of master-work in art. Designs for costumes for the students in the course will be one of the major considerations.

404-405. DIETETICS.—*1st and 2d quarters; 4 periods a week.*

This course deals with the fundamentals of nutrition and their application to the feeding of individuals and families under varying conditions, with dietary standards and diet in sickness. Laboratory fee: \$1.00 a quarter.

407-408. CLOTHING.—*2d and 3d quarters; 5 periods a week.*

In this course in clothing it will be the aim of the instructor to round out and supplement with the student all previous courses in clothing, textiles and design.

Problems in advanced dressmaking and millinery will furnish the ground work of the course in which the student will work out her own designs and model the garments upon a dress form.

410. PRACTISE IN HOME ECONOMICS TEACHING AND HOME MANAGEMENT.—*1st, 2d, and 3d quarters; 4 periods a week.*

Students are assigned to teaching under actual school conditions in the schools of Harrisonburg and vicinity. Study is made of lesson planning and plans are made and used in the work.



411. PRACTISE TEACHING CONFERENCES.—1st, 2d, and 3d quarters; 2 periods a week.

This is a parallel course with Home Economics 410 and in the main is devoted to the discussion of practical problems growing out of the teaching. Courses of study will be planned for various types of schools and a careful survey made of the problems of equipment and the application of general methods to home economics teaching.

412. MILLINERY.—3d quarter; 4 periods a week.

This is an advanced course in the study of materials as well as in the actual construction of various kinds of hats.

413-414-415. ORGANIZATION OF HOME DEMONSTRATION PROBLEMS.—1st, 2d, and 3d quarters; 5 periods a week.

This course is intended for girls who have successfully completed the two year course in Home Economics and who desire to specialize in Home Demonstration work. It aims to give an appreciation of rural conditions and organizations of club work as it effects the women and girls in rural communities, together with a consideration of the following problems: foods, clothing, sanitation, dairying, poultry raising, and gardening.

416-417-418. INSTITUTIONAL MANAGEMENT.—1st, 2d, and 3d quarters; 5 periods a week.

Theory, practise and observation.

This course is intended for students interested in the work of institutions, school lunch rooms and catering establishments. It includes a study of equipment, organization and business direction and the purchasing of supplies. The school dining hall, pantry, kitchen and bake shop are the laboratory for this course.

## VIII. DEPARTMENT OF MANUAL ARTS

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Miss Mackey, Mrs. LeHew

Educators discovered long ago the value of the manual activities as a medium of expression for children, and as a means of acquiring a large body of experience and information in a natural and effective way. It is now generally accepted that handwork leads children to think more for themselves and to express more clearly what they think; that it makes them more self-reliant; that it develops individuality; that it trains to habits of accuracy, neatness, attention, perseverance, industry, economy, etc. In addition to these desirable elements in personal character, it has been demonstrated that such training enables the individual to get a better understanding of the world and his place in it, and prepares him to become a productive unit in society. It brings the school into closer touch with the world outside, and it permits the pupil to take a part in the life and work of the world, and also helps to a better understanding of the various branches of the school curriculum.

The courses offered in this department are arranged to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves to teach the subject in a practical and economical way—using native materials and simple and inexpensive equipment. In addition to the courses in handwork and drawing the department includes classes in handwriting, art appreciation, and design. Assigned for this work are two large connecting work-rooms, one for drawing and one for handwork, a small room for use as a print-shop, two ample store-rooms, and an office. The equipment is quite adequate for the work.

### 100. WRITING.—*1st, 2d, or 3d quarters; 2 periods a week.*

The object of this course is to develop a neat, plain, easy, and rapid handwriting. The Locker system is followed and a special "Locker system certificate" is awarded for proficiency in the work. Attention is given to the problem of teaching penmanship in the schools and to methods of teaching this subject. Ordinarily the course covers only one quarter but students not developing sufficient proficiency in that time, or those who desire



to pursue the study further may take either one or two additional quarters of it. Students may be excused by the instructor during the term if they show the desired proficiency, provided they have mastered the system.

102-103. INDUSTRIAL ARTS.—*2d and 3d quarters; 2 periods a week.*

This is a course in handwork treated as an educative factor in the life of the younger child. It includes a treatment of the following topics: suitable materials for kindergarten and first three elementary grades, industries as a source of projects, primitive arts, types of drawing to expect of children, fine arts training suitable for the child, organization and dramatization of the social work around the handwork. Students will furnish their own materials for laboratory work.

104-105. MANUAL ARTS.—*1st and 3d quarters; 2 periods a week.*

This course is designed for the training of teachers in the junior high schools and is correlated with the course in agriculture. It deals largely with actual projects in woodworking designed to be of use on the farm and in the home and particularly connected with the raising of vegetables and domestic animals on the farm.

107-108. DRAWING AND INDUSTRIAL ARTS FOR GRAMMAR GRADES.—*1st and 2d quarters; 2 periods a week.*

This course is designed for students aiming to teach in the fourth, fifth, sixth, and seventh grades. It covers the following topics: materials for work, changing attitudes of older children, group activities in handwork, sources of projects in the grades, correlation with history, geography, science and literature, fine arts in the grammar grades. Students will furnish their own materials for laboratory work.

109-110. FUNDAMENTALS OF FINE ARTS.—*2d and 3d quarters; 2 periods a week.*

The course includes drawing with pencil and brush, lettering, color study, the study of principles of art, and practise in designing applied in the making and decorating of articles of leather, wood, and metal. Laboratory fee: \$1.00 a quarter for supplies used by the students.

200. ART APPRECIATION.—*2d quarter; 2 periods a week.*

This course has for its aim the development of an appreciation for the best works of art and a knowledge of the leading facts in the history of art. To this end a study is made of the chief characteristics of ancient, medieval, and modern painting, sculpture, and architecture, and the lives of the masters. The lectures are illustrated with pictures of fine examples of art.

## IX. DEPARTMENT OF MATHEMATICS

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Miss Lancaster, Dr. Converse

The subject of mathematics has always occupied an important place in the curriculum; and, on account of its direct practical value, it is not likely that it will ever lose its place. In whatever grade the teacher may be called upon to work she will need a knowledge of mathematics and of how it should be taught. The aim of this department is first to make up any deficiencies that may appear in the previous preparation of the student, and then to give her a knowledge of the best methods, together with a more extended study of the subject-matter. Many teachers fail in teaching because they are ignorant of business methods and practices. Therefore the department gives special attention to business forms and methods and to the application of the branches of mathematics to practical purposes.

In addition to making students familiar with the principles and processes that are directly applicable to practical questions, the work in mathematics cultivates habits of clear and logical thought and expression. The effort is also made to develop a spirit of original and independent work, as far as practicable. The unity of the subject of mathematics through all its branches is shown, and the thorough grounding of the student in the underlying principles is sought.

Courses in mathematics will be offered to those students who desire to elect mathematics but who have not had solid geometry and trigonometry before entrance.

101-102-103. ALGEBRA, GEOMETRY, AND TRIGONOMETRY METHODS.—*1st, 2d, and 3d quarters; 4 periods a week.*

The course includes such advanced work in algebra, geometry, and trigonometry as will be helpful in interpreting to the teacher the mathematics of the high school and in developing her mathematical abilities, as well as instruction in methods of presentation of these subjects.



104. ARITHMETIC FOR GRAMMAR GRADES.—1st quarter;  
4 periods a week.

In this course a review is made of the arithmetic of the elementary grades, special drill being given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage.

105. ARITHMETIC AND FARM PROBLEMS.—1st quarter; 4  
periods a week.

This course will include a review of the fundamental processes in integers, common and decimal fractions, and the business applications of percentage, special emphasis being placed on household and farm problems. Textbooks: Wentworth-Smith's *Higher Arithmetic*, Hunt's *Community Arithmetic* and Burkett and Swartzel's *Farm Arithmetic*.

106. FARM ACCOUNTING AND ELEMENTS OF BUSINESS.—  
2d quarter; 4 periods a week.

This course is planned to provide practise in simple bookkeeping in personal and farm accounts and of farm records. The principles and laws of business that relate to the farm and home are taught. All through the course methods of teaching arithmetic will be emphasized.

107. ALGEBRA AND GEOMETRY METHODS.—3d quarter; 4  
periods a week.

This course includes a brief study of the historical development of algebra and geometry; the typical parts of each are discussed, with attention given to the present-day tendencies in the methods of presenting them; and observations in the training school are followed by class discussion. Textbooks: Smith's *The Teaching of Geometry*; Schultze's *The Teaching of Mathematics in Secondary Schools*.

200-201-202. ADVANCED MATHEMATICS.—1st, 2d, and 3d  
quarters; 3 periods a week.

This course will include those portions of advanced algebra, trigonometry, analytic geometry and the calculus necessary to be known by a teacher of high school mathematics.

## X. DEPARTMENT OF MUSIC AND EXPRESSION

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Miss Shaeffer, Miss Hoffman, Miss Hudson, Mrs. Blackburn,  
Miss Trappe, and Miss Heidelberg

It is important that the ear be trained, even if only to a limited extent, in order that the individual may be capable of appreciating to some degree the beauties of music. It is important that the voice be trained so that the individual may be better able to express his feelings. We must recognize also the value of music in bringing individuals together into sympathetic companionship and co-operation, it being one of the most potent social influences in this respect. Not less important is its refining, cultural influence, and the good effect of the right kind of singing upon the speaking voice.

Educators agree that music is a real means of growth towards the deeper appreciation of life, and it should be the duty of every teacher, through song and music, to awaken in her pupils these appreciations of the beautiful. To do this, she herself must love and know the vast number of beautiful child songs,—the nature songs, those of the child's activities, those of the home and affections. These belong to the child rightfully, and with their wealth of poetic fancy and melody can be made a positive means of expression of the beautiful.

The work of this department is of two kinds, namely, (1) individual instruction at the option of the student, and (2) class instruction in school music and music appreciation. A large chorus of from eighty to one hundred members is organized each year. This organization gives a number of public programs during the year, not only at the school but also in nearby towns. In their senior year students who are proficient in school music may arrange to do their practise teaching in this branch, as this department has charge of the music in the schools of the city.

The department now occupies a large section of Harrison Hall, in which are located a commodious music assembly room, a number of studios for instructors, and a number of practise



rooms for students. The pianos and other equipment are new and of good grade. Provision is made for the use of instruments for practise purposes under the best conditions and at such hours as will not interfere with the student's other work.

Opportunity is also afforded to students who desire to take individual lessons in expression, reading, and literary and dramatic interpretation. Arrangements will be made with the instructor, the rate being the same as that for private lessons in music. The instruction will be carefully adapted to the needs of individual students and will consist of drill in fundamentals, in enunciation, sight and prepared reading, and training in the imaginative and dramatic instincts.

1. CHORUS.—*1st, 2d, and 3d quarters; as directed by the instructor.*

All students are eligible to join the Glee Club, with the consent of the instructor. Much valuable experience is gained in chorus work, including public programs of various sorts and service in the churches of the community.

2. PIANO MUSIC.—*Individual Instruction.*

Students who desire to take individual lessons in piano music may arrange with the instructor. The grade of work is adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$22.00 a quarter, for two lessons a week.

3. VOCAL MUSIC.—*Individual Instruction.*

Students who desire to take individual lessons in vocal music may arrange with the instructor. The grade of the work is adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$22.00 a quarter, for two lessons a week.

4. VIOLIN.—*Individual Instruction.*

Students who desire to take individual lessons in violin may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$22.00 a quarter, for two lessons a week.

5. PIPE ORGAN.—*Individual Instruction.*

Students who desire to take individual lessons on the pipe organ may arrange with the instructor. The grade of work is adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$22.00 a quarter.

## 6. HARMONY AND THEORY.—*Individual Instruction.*

Students desiring to take individual lessons in harmony and theory of music may arrange with the instructor. The grade of work is adapted to the needs of the students. Such a study usually includes a consideration of the fundamentals of music, the writing of all major and minor scales, triads and chords, suspensions and modulations. Tuition fee: \$22.00 a quarter, for two lessons a week.

## 7. EXPRESSION.—*Individual Instruction.*

Students who desire to take individual lessons in expression, reading, and interpretation may arrange with the instructor. The work is adapted to the needs of the student. Tuition fee: \$22.00 a quarter, for two lessons a week.

### 100-101-102. MUSIC FOR PRIMARY GRADES.—*1st, 2d, and 3d quarters; 2 periods a week.*

This course includes a careful study of songs suitable for note teaching in the kindergarten and primary grades. Special attention is given to the child voice, and to the treatment of monotones. Emphasis is placed on song interpretation. Individual work is required of each student. The course endeavors to cover the organization of material for the first three grades of the elementary school.

### 103-104. MUSIC FOR GRAMMAR GRADES.—*1st and 3d quarters; 2 periods a week.*

This course is similar in character to course 100-101-102, but endeavors to cover the work of the fourth, fifth, sixth, and seventh grades.

### 105-106. MUSIC FOR HIGH SCHOOLS.—*1st and 3d quarters.—2 periods a week.*

This course is similar in character to courses 100 to 104, but gives special attention to the needs of teachers of pupils of high school age.

### 200. MUSIC APPRECIATION.—*1st quarter; 2 periods a week. Repeated in 2d and 3d quarters.*

This course seeks to give the student some knowledge of the musical masterpieces, so that she may recognize them when heard and learn to appreciate the best in musical art. A brief study is made of the history of musical development so as to familiarize the student in a general way with the various schools and their chief representatives. The Victrola and a large and well-selected assortment of records are used constantly throughout the course.



## XI. DEPARTMENT OF PHYSICAL SCIENCE

Mr. Johnston and Mr. Dingledine

Such courses are given in the department as will prepare teachers for the subjects of chemistry, physics and general science in the high school. The practical aspects of these subjects, particularly their bearing upon the problems of the home, are kept constantly in the foreground. The laboratory equipment is of the best type and is thoroughly adequate. The course in general science is offered in the course preparing junior high school teachers. This course will include subject-matter from all the major fields of science, but will also give the student a point of view and approach that modern education is coming rapidly to accept as highly desirable, namely, that of the essential unity of nature and therefore of science, which is the study of nature.

The work in science in the training of teachers of home economics is considered as closely related to the work in home economics proper, and as giving the necessary scientific foundation for those courses. These principles have been kept carefully in mind in the arrangement and selection of courses in the various physical and biological sciences.

In chemistry a comprehensive program is arranged: (a) general and analytical chemistry; (b) organic chemistry; (c) chemistry of textiles; (d) food analysis; (e) nutritional chemistry. Special emphasis is placed on the application of chemistry, particularly to the home. A large number of industrial products are worked out, and the courses are made thoroughly practical. The laboratories are well supplied with apparatus of the best type, including specially designed equipment for food and textile chemistry.

In physics the aims are similar to those in chemistry, and besides preparing the student to teach the subject, training is given in its application to the home. In such a practical treatment there is no loss to one who wishes a general knowledge of physics, and there is a decided gain from the standpoint of those who look upon this subject as a practical branch that should furnish ideas for daily application. The laboratory equipment is of the best type.



104-105-106. GENERAL CHEMISTRY.—1st, 2d, 3d quarters; 5 periods a week.

The subject matter of general chemistry is presented, in its foundation principles, through the laboratory, rather than through the text and recitation. All means are used to establish a clear and definite working knowledge of fundamental theory, but the student is given first something to base her theory upon by carefully planned and directed experimentation. Applications of chemistry to the home and the community are kept constantly in mind.

Two sections of this course are provided for, the one for students who have had no previous experience in chemistry, the other for those who have had a course in chemistry. Different texts and methods of handling the classes are used for the two groups.

Smith and Mess's *Laboratory Study of Chemistry* and Byers's *Inorganic Chemistry* are used as manual and reference for the advanced group; Black and Conant's *Practical Chemistry* and *Laboratory Guide* are used for the group that has had no chemistry experience. Laboratory fee: \$2.00 a quarter, for supplies used by the student. A contingent deposit of \$2.00, returnable at the end of the session, is required to insure against breakage.

110-111-112. GENERAL SCIENCE.—1st, 2d, and 3d quarters; 5 periods a week.

This is an introductory course in science, intended primarily for those students who are looking forward to teaching in the junior high school. Its plan is to use such facts and principles of science as will make intelligible one's physical environment. The information and training in thinking that are fundamental to the special sciences are obtained by a broadly scientific examination of the useful and interesting things all about us, rather than the effort to find so much chemistry, physics, or biology in observation or experimentation. The project and problem method finds useful application here. Textbooks: Snyder's *Everyday Science*, with Projects and Laboratory Manual, is used as a reference, but a composite outline developing the notion of science apart from the sciences, as we are accustomed to think of them, constitutes the basis of the study. Laboratory fee: \$1.00 a quarter.

204-205-206. CHEMISTRY OF FOODS AND TEXTILES.—1st, 2d, and 3d quarters; 4 periods a week.

This is a course intended to accompany the advanced study of foods. The analysis of plant-foods, water, milk, and foods of all types; the testing of food preservatives; the determination of food values; the detection of coal-tar dyes and identification of vegetable colors; and a study of adulterations—suggest the general character of the work of the course. The preparation of a large number of typical chemical compounds of value to the intelligent householder and the economic phase of a practical knowledge of the subject of chemistry in relation to the preparation of foods, are important points of emphasis. Textbooks: Winton's *Food Analysis* and Allyn's *Elementary Applied Chemistry*. Laboratory fee: \$3.00 a quarter for supplies used by the student; contingent deposit, returnable at the end of the session, is required to insure against breakage.



213-214-215. CHEMISTRY.—1st, 2d, and 3d quarters; 5 periods a week.

This course aims to give to the student an appreciation of the chemistry of daily life and the wide applications of this science in the commercial world. The essential features of the fundamental laws of chemical reactions are taught. The aim is not primarily to lay a foundation for an advanced course in the subject, but rather to give as broad and general a view of the science as possible. Laboratory work is given much attention. Carefully kept notebooks are required. Laboratory fee: \$2.00 a quarter for supplies used by the student. A deposit of \$2.00, to ensure against breakage of equipment, is required at the beginning of the course, and is returnable at the end.

216-217-218. PHYSICS.—1st, 2d, and 3d quarters; 5 periods a week.

This course is planned so as to cover completely the requirements of a general course in physics. It aims to give the student an understanding of physical terms and quantities and an appreciation of the general principles which underlie the most important laws of the science. Laboratory work will form a large part of the course. Carefully kept notebooks will be required. Laboratory fee: \$1.00 a quarter, and a deposit of \$2.00, to insure against breakage.

304-305-306. ORGANIC AND NUTRITIONAL CHEMISTRY.—1st, 2nd, and 3rd quarters; 5 periods a week.

This consists of lectures, recitations, and laboratory work, which are designed to give the student a clear idea of the principles of organic chemistry and its relations to general chemistry. The applications of organic chemistry to practical life, especially as it is related to the student's work in dietetics and physiological chemistry, are kept constantly to the front. Liberal provision is made for extensive laboratory practise. Textbooks: Stoddard's *Introduction to Organic Chemistry*; Cook's *Laboratory Experiments in Organic Chemistry*. Laboratory fee: \$3.00 a quarter, for supplies used by the student. A deposit of \$2.00, to insure against breakage of equipment, is required at the beginning of the course, and is returnable at the end.

404-405-406. PRACTICAL PHYSICS.—1st, 2nd, and 3rd quarters; 5 periods a week.

This course deals with the following problems: household sanitation, lighting, heating, disposal of sewerage, physics of household appliances and machines, electrical and other devices of the home. The work is conducted largely as a laboratory course, following the more recent developments of the project and problem method of treatment for this science. Laboratory fee: \$1.00 a quarter for supplies used by the student; and a contingent deposit of \$2.00 to insure against breakage.

## INFORMATIONAL AND STATISTICAL

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### SOME SPECIAL FEATURES OF THIS SCHOOL

1. It is a practical, vocational school, established by the State of Virginia for the training of girls for teaching, for home-making, and for gainful occupations. Its work is officially recognized by the granting of state teachers' certificates for the completion of its courses. It prepares teachers for all grades of school work, for the high school and the junior high school, as well as for the elementary school.

2. The school is open practically the *entire year*. Any three quarters of work, whether they are consecutive or not, will constitute a full year for credit.

3. A number of different courses are offered, to meet varying needs. The length of time required to complete a course varies from one to four years, according to preparation and course taken.

4. The courses are planned to accomplish *definite results in each year*. This arrangement enables the student to take a short intensive course or a continued and extensive one, as fits her particular needs.

5. This school offers special advantages in music, expression, and home economics in addition to the regular normal branches. Special courses and unusually fine facilities are offered for preparation to teach, supervise, or practise home economics in all of its branches.

6. This school is the first institution in the state to offer courses for the preparation of young women for institutional work in home economics.

7. Special attention is paid to training for work in the *rural schools*, and for this special facilities are provided, including observation and practice in country schools.

8. The school is distinctly and primarily an institution for



teachers and those preparing to teach. Teachers are admitted at any time during the year and are assisted in every possible way. They are charged no tuition. Many excellent positions are open to experienced teachers who take a normal course.

9. The location is unsurpassed for healthfulness. The grounds are extensive. The entire scheme for the complete school plant was planned in the beginning. Everything is up-to-date and progressive. A constant effort is made to fit our own time and conditions and needs.

10. A student government and honor system ensures the highest standards of student life and gives the moral benefits of a democracy.

11. *Those who intend to teach are charged no tuition. Text-books may be bought at minimum prices. Board is furnished at a cost as small as can be made consistent with good quality. All expenses are thus made very low.* Opportunity will be offered, as far as possible, for worthy students to "work their way through school".

12. The school is for girls only, except in the Summer Quarter; hence it has all the advantages, socially, morally, and physically, of an institution planned and conducted *exclusively for women*. The disadvantages, problems, and risks of co-education do not enter here, and the faculty is chosen, courses formulated, and equipment provided with the special needs of girls constantly in mind.

## RELIGIOUS WELFARE OF STUDENTS

Being a state institution, this school is, of course, strictly undenominational. Each morning during the school session an assembly is held and chapel exercises conducted, but the greatest care is taken to make the exercises thoroughly non-sectarian. The ministers of the town churches are asked, from time to time, to speak to the students and to take part in these chapel services.

Harrisonburg is a church-going community. There are eleven white churches in the town, representing the following

denominations: Baptist, Church of the Brethren, Church of Christ, Episcopal, Hebrew, Lutheran, Methodist, Presbyterian, Reformed, Roman Catholic, United Brethren in Christ. These churches and the Sabbath schools connected with them are doing active work, and all students are cordially welcomed in them. At the beginning of a student's connection with the school, she is asked to state the church which she is in the habit of attending at home, and she will be expected to attend regularly the services of the same denomination in Harrisonburg while a student at the school. Compulsory attendance on such services will not be enforced, but all students will be urged to attend some church as far as possible. Most of the denominations are represented in the school faculty.

A system of Bible study and Sunday school teacher-training classes has been arranged in co-operation with the different Sunday schools of the community. School credit is allowed for such work under certain carefully prescribed conditions. The initiation of these classes has resulted in a greatly increased interest on the part of the students in the Bible, which has been studied in a serious and systematic manner by a large proportion of them. It is believed that this will mean much to the various communities in the state when these young women begin their work as teachers.

Early in the history of the school the students organized a branch of the Young Women's Christian Association, which holds a daily evening prayer service and a weekly devotional meeting, the exercises being conducted by its members, with occasional talks made by members of the faculty and other invited speakers. There are weekly classes in Bible study and missions. This organization contributes to the social life of the school by welcoming new students and giving informal entertainments during the year. Handbooks are issued by the association and mailed beforehand to each new student. These books contain a concise account of many phases of student life and should be carefully read by all entering for the first time. New students are urged to call upon the members of the association for advice and help.

This organization occupies one-half of one floor of Harrison Hall and is splendidly equipped with its own assembly-room, a



bright and attractive social room, a dining-room, and a combination work-room, for use as a kitchen, laundry, sewing, and pressing room by the students. Ample accommodations are provided for all interests.

The social director acts as advisor to the Young Women's Christian Association, gives attention to the religious interests of the students, and encourages in every way all agencies for their development along this line.

### PHYSICAL WELFARE OF STUDENTS

One of the strongest points in favor of the location of this school at Harrisonburg is the situation with reference to health conditions. The pure and bracing mountain air, the abundant supply of clear, sparkling water from pure mountain springs, the excellent drainage and sewerage system, the beauty of the surrounding valley and mountain scenery, the absence on the one hand of the noise and dirt of the city, and on the other hand of the seclusion of the country, make the situation as ideal as one could wish. Such surroundings must certainly contribute to right thinking and noble living and to sound minds in sound bodies.

The students are *required* to take some form of physical exercise regularly during the sessions of the school unless excused by the *school physician*. The required exercise is not violent in any way and is very beneficial. Equipment for physical culture is provided and is used under the direction of a trained specialist.

While all sickness cannot be prevented, this school has always been remarkably free from it. Particular care is given to preventive measures. A daily sick report is made to the president, and in cases of more than ordinary importance, parents of students are immediately notified and kept duly informed. Needed attention for the sick is provided by means of an infirmary in charge of the school physician and a trained nurse. A modern hospital is located adjacent to the campus and the best medical and surgical attention can be had at this institution. Specialists located in the city may be consulted if necessary.

The sanitary condition of the ground and buildings is



carefully looked after, an inspection being made at frequent intervals by the school physician and nurse. All equipment is of the most approved sanitary design, and the water, sewerage, and drainage systems offer every possible protection in this respect. Food served at the school is prepared under scrupulously hygienic conditions by means of an equipment that is modern in every particular, and under the supervision of an expert dietitian. Diets for the sick are scientifically prepared and served, and the well are supplied with an abundance of well-selected and well-prepared food, on carefully worked out menus.

In connection with the work in physical education the students are organized into two tennis clubs, two hockey teams, basket-ball teams representing different class groups, and a "varsity" basketball team, which represents the school in inter-normal-school contests. Volley ball games, folk dances, May-pole exercises, track events, and other sports add to the interest of the students along athletic lines. Games among the different classes and organizations, and the annual tournament and field day, arouse a wholesome rivalry and create a most desirable school spirit among both students and faculty. All athletic events are managed by the student athletic association, and suitable chaperonage is provided by the faculty.

It is requested that all students who have not been vaccinated during the three years preceeding entrance, have this attended to before coming to the school. It is also suggested that it is well to have the teeth, eyes, ears, and throat examined and such work as may be necessary in this connection attended to before leaving home, as this will probably save the loss of time from school work.

### SOCIAL WELFARE OF STUDENTS

The people of Harrisonburg socially are cordial and hospitable. Many cultured homes are open to the young ladies of the school. The churches, through their Sunday schools and young peoples' societies, offer social opportunities. Wholesome development of the social side of student life is necessary and valuable, and organizations for promoting the social welfare of



the students are encouraged. Receptions and social evenings are held; and entertainments, public lectures, and musicals are given from time to time.

Four literary and dramatic societies have been organized, the Lee, the Lanier, the Stratford, and the Page, each gaining through the emphasis of a special phase of literature work the splendid advantages of well-conducted associations for this purpose. The schedule of meetings provides for a program from one of the societies each week. These programs are of a highly interesting and helpful nature, including debates, special papers, readings, music, and dramatic productions.

Under the auspices of the department of music, a glee club is organized. This splendid chorus, at times in co-operation with the members of the church choirs of Harrisonburg, presents public programs of high standard. The students in music and expression offer public recitals from time to time. Assistance is also given in the choirs of the different churches. Public programs of song are given at various points in the neighboring country.

Students in home economics are organized into a club for social purposes, the students who are preparing to be kindergartners likewise have their club, and graduates of the Harrisonburg High School and other groups are also organized.

Special rooms in Harrison Hall are equipped for the social life of the students. These include an assembly room for student meetings, a recreation room where students may rest, read, play games, or meet for conversation, and a combined kitchen, sewing, and laundry room for the use of students.

Care is taken that all social affairs be kept within the bounds of propriety for young ladies, suitable chaperonage being provided at all times; and they are not allowed to interfere with the progress of the student's work in the school. The social director exercises general supervision over all the social interests of the students, and encourages every means for wholesome social life and enjoyment.

## ENTERTAINMENTS AND EXCURSIONS

The Valley of Virginia is replete with historical interests and natural curiosities. Excursions can be readily arranged



to Weyer's Cave, Luray Cave, Endless Caverns, the battlefields made famous during the Valley Campaign, some famous nearby summer resorts, and many other points of interest. Outdoor luncheons and picnics, cross country walks, and similar events, are enjoyed in the proper seasons.

Owing to the great agricultural wealth of this section of the state, the various industrial activities, and the natural formations of the surrounding country, the classes in history, agriculture, and the sciences have many opportunities for practical observation.

During the year students hear excellent lectures, recitals, and concerts. During the past year students have had opportunities of hearing the following artists:

William Sterling Battis, Dickens Impersonator; Fritz Lieber, Shakespearean Player; Passmore Company; Margaret Romaine, Soprano; Marie Rappold, Soprano; Mildred Dilling, Harpist; Albert Salvi, Harpist; Crawford Adams Company; Little Shepherd of Kingdom Come; three plays by the Clifford Devereux Company, and Skovgaard, Danish Violinist.

Most of these appeared in the regular school entertainment course and a few were heard through special rates offered by The New Virginia Theatre and the Music Lovers Club.

A number of distinguished speakers also appear before the student body each year. This list includes lecturers, prominent educators, ministers, social workers, and state officials.

A large number of motion pictures have been displayed in the school auditorium, not only representing films of an educational character, but also showing, for recreational purposes, some of the best of the popular films.

Lectures and demonstrations are given from time to time by members of the faculty and visitors at the daily assembly or at special gatherings. To many of these entertainments and lectures the students are admitted free of charge. While it is believed that a sufficient number of entertainments is always given, the policy of the school is to select a few of very high class rather than a large number of cheaper entertainments with less merit.

The students themselves are constantly giving recitals, musical programs, and dramatic entertainments, the crowning event



of the year being the play presented by the graduating class in the open-air auditorium during the final week. Another event of much enjoyment is the annual Christmas Cantata given by the Glee Club with the aid of accomplished musicians from the city.

The motion picture apparatus, the stereopticon, the projectoscope for the use of opaque material, the phonograph, and other equipment of the school, are used for visual and auditory instruction in an entertaining manner. Special programs are arranged to illustrate and impress upon the students the work of the various departments of instruction, especially in literature, geography, history, domestic science, art, industry, natural science, public health, music, and agriculture.

### PUBLICATIONS

*The Virginia Teacher*, a high grade professional magazine for teachers, is published by the school each calendar month of the year. The publication aims to present to teachers in service stimulating and helpful discussions and suggestions concerning all grades of school work from the one-room school to the urban high school. Especially does the magazine emphasize the problems of teaching as a profession and the related problems concerning the professional training of teachers. The editorials, dealing with current educational problems, news items from the various public high schools, the book reviews and the various articles contributed by teachers of this and other schools, make the magazine a very valuable aid to any public school teacher in Virginia. In the notes of Recent School Activities and the *Alumnæ News*, the magazine offers an especial appeal to former students of this school.

*The Announcement of the Summer Quarter* is issued as a supplement to the March number of *The Virginia Teacher*, and *The Annual Catalog* of the Normal School appears as a supplement to the April issue.

The students publish each June an annual, *The School-ma'am*, which contains much matter of interest to themselves and their friends. The book is abundantly illustrated, and vividly reflects the student life of the session.

## ALUMNÆ ASSOCIATION

The purpose of this association is to keep the school in touch with its graduates; to acquaint them with its work, its plans, and its needs; to further their interests in all possible ways; and to promote fellowship and association among them by providing opportunity for annual reunions. The association is now organized on a permanent basis, and is in a flourishing condition. Some of its activities are the observance of Alumnæ Day during Commencement, the keeping of an accurate list of the names and addresses of the graduates of the school, and the support and direction of the Alumnæ Senior Aid Fund. A special reunion of alumnæ is held, with luncheon or supper, during the annual educational conference at Thanksgiving. At this time all former students of the school, in both the summer session and regular session, are invited to meet with the alumnæ, and the result is a most happy occasion.

A Faculty Committee on Alumnæ Relations seeks ways of keeping the school and its former students in continued touch and of helping them in every way possible through mutual co-operation. Communications and suggestions will be gratefully received at all times.

## APPOINTMENT TO POSITIONS

A record is kept of every student who attends the school. This includes (1) a statement of the student's preparation and teaching experience, if any, before she enters the school; (2) a record of her work during her attendance; and (3) a record of her work after leaving. The school aims to be of service in bringing students who are being trained for positions as teachers to the attention of educational authorities who are seeking such aid. Great care is taken to recommend for any position only such as are considered entirely competent and well suited for the particular work. The services of the school rendered in this way are offered entirely free of charge to all parties concerned.

Division superintendents, school boards, and others desiring competent teachers, are urged to write to the president of the school, giving information about the positions to be filled.



Correspondence is invited at all times concerning the work of persons who are in attendance at the school.

During the past year the demand for teachers in all grades and subjects of both high and elementary schools has been so great that the school has been unable to fill a majority of the positions offered. The demand will doubtless continue to be as great and greater for many years.

### TEXTBOOKS

The books to be used in the various classes are selected by the instructors, and are, for the most part, named in connection with the courses on the foregoing pages. They may be brought from home or may be purchased at the school supply room. New books will be sold at cost plus the expense of handling, and second-hand books may usually be purchased very reasonably. Many of the textbooks may be re-sold to the supply room at the close of the term, provided they are in good order. Stationery, postage, and other supplies may be purchased at the supply room. *Only cash sales will be made at the supply room, and positively no credit accounts will be kept.*

Students are not required to purchase their books and supplies at the school supply room. It is maintained solely for considerations of convenience and economy, and not for profit.

In some of the classes the work is largely reference work, and the references may be found in the school library. Students will not be asked to purchase any more books than are absolutely necessary in their classwork.

### EXPENSES

The amount charged students for fees and board is fixed by The Virginia Normal School Board. The expenses are made as low as possible.

*Tuition:* Students who obtain state scholarships, those who have taught in the public schools of Virginia, or those who promise to teach in Virginia for two years, are charged NO TUITION; but for Virginia students who have not taught and *who do not expect to teach*, and for all students from other states than Virginia, a tuition fee of ten dollars (\$10.00) per

quarter, or thirty dollars (\$30.00) for the ordinary school session of nine months, is charged in regular courses.

For private lessons in music, vocal, piano, violin, or organ, a tuition fee of twenty-two dollars (\$22.00) per quarter is charged. This covers twenty-two individual lessons during the quarter. For less than this number the charge is \$1.10 a lesson. *No charge is made for music taken in classes as a part of the regular normal school courses.*

For part-time courses tuition is charged on the basis of the foregoing statements and in accordance with the number of classes taken, the amount to be arranged in each case at the time of registration.

*Registration:* Each student is required to pay a registration fee of three dollars (\$3.00) per quarter. Receipts from this fee are used for a variety of necessary purposes, thus including in one fee, at a much lower cost to the student, such charges as are made at most schools in the form of registration, library, and incidental fees.

*Medical Fee:* Every boarding student is required to pay a medical fee of one dollar (\$1.00) per quarter. Receipts from this fee are used to partially support the infirmary and the cost of school physician and trained nurse. This fee covers the furnishing of simple home remedies, and of ordinary nursing and physician's attendance. It will not cover the cost to the student for specially compounded prescriptions, special private nursing in serious and protracted cases, surgical operations, or the service of specialists; but for practically all students it will cover all requirements for medical attention and supplies.

*Board:* For students living in the school dormitories, or in rooms rented by the school and taking their meals in the school dining-hall, the charge for board is twenty-three dollars (\$23.00) per month, or two hundred and seven (\$207.00) for a nine months' session. This covers furnished room, food, heat, light, laundry, and service—*all necessary living expenses.*

The school makes every effort to secure supplies at the lowest wholesale prices consistent with good quality. While the boarding department is not conducted for profit, it must be self-supporting. The State makes no appropriation to pay the living expenses of students, and the cost of all such items must



be borne by the funds collected for board. For these reasons it is necessary to charge enough to cover all cost, but the rate is made as low as possible.

It is understood that board is to be paid at the *beginning* of each school month—*three months being counted in each quarter regardless of the number of weeks or days in any quarter*, the quarters being arranged to cover the same amount of time as far as practicable. The dates for the monthly payment of board during the year 1922-23 are as follows: September 20, October 18, November 15, January 3, January 29, February 24, March 20, April 14, May 12.

The rate of board by the week is six dollars (\$6.00), and by the day is one dollar (\$1.00). If anyone who pays in advance finds it necessary to leave before the end of the term for which the board has been paid, a rebate will be issued for the difference (if any) calculated at the monthly, weekly, or daily rates, as the case may be.

Students cannot be permitted to occupy rooms in the boarding department of the school unless their board is paid promptly. The boarding department is conducted on a strictly cash basis, in order to give the best board possible at the lowest cost.

No reduction or rebate will be allowed for board for an absence of less than two weeks, and then only in case of sickness or for some equally good reason. Students entering late in a quarter will be charged from the beginning of the quarter, unless they are as late as two weeks, in which case, if the reason for late entrance is satisfactory to the management, they will be charged for the remainder of the month in which they enter at the weekly rate, and for the remainder of the quarter at the monthly rate.

*Books and Supplies:* The cost of textbooks varies for the year, according to the classes in which the student is registered, but this amount may be greatly reduced by re-selling the books.

Regulation suits are required for use in physical education and are furnished by the school at cost. This suit, with shoes, costs eight dollars (\$8.00) and will last throughout an entire course of several years.

In certain laboratory courses, fees will be charged for the use of materials, as stated in connection with the description of courses in the foregoing pages.

For students taking private instruction in piano music a fee of one dollar (\$1.00) per month will be charged for the use of a piano for daily practice.

A fee of seventy-five cents (75c) will be charged for a certificate, and one dollar and a half (\$1.50) for a diploma.

Fees are payable invariably *in advance*, and no payments except those for board are subject to reduction or refund because a student is in attendance for less than a full quarter.

Fees are payable invariably *in advance* at the beginning of each quarter, board *in advance* at the beginning of each quarter or each month as may be preferred, and no payments for fees will be refunded; but board will be rebated as stated above in case the student leaves before the end of the term for which paid. Students who will be unable to make payments promptly should arrange with the treasurer beforehand.

#### SUMMARY OF EXPENSES FOR A SESSION OF NINE MONTHS

*For students holding State Scholarships or having taught in the public schools of the State, and taking regular courses:*

Registration at \$3 per quarter .....	\$ 9.00		
Medical Fee at \$1 per quarter .....	3.00		
Board at \$23 per month .....	207.00		
Suit for Physical Education .....	.00	to	\$ 8.00
Fees for Laboratory Materials (estimated)...	.00	to	8.00
Books (estimated) .....	6.00	to	15.00
Total for the session .....	\$225.00	to	\$250.00

While students should have, at entrance, some money for necessary living expenses, the sum need not be very large.

It is not desired that students shall have on hand much spending money, as extravagance of every kind is discouraged. It is furthermore requested that spending money in any considerable amount be not kept in bedrooms, but deposited with the treasurer, subject to withdrawal as needed. For this purpose a banking system has been inaugurated, and students not only have the advantage of safety against possible loss, but also get practice in valuable business methods.



## FINANCIAL AID TO STUDENTS

Tuition in this school is free to those who hold state scholarships, and also to those who have taught in the public schools. Board and other necessary expenses are kept at minimum figures. In Harrisonburg there are few calls upon the student for extra expenses. Simplicity and neatness of dress with economy are encouraged, and lady members of the faculty will co-operate with students and advise them on points of economy and help them to do necessary shopping to the best advantage.

The management of the school will endeavor to provide means whereby no student who does faithful work will ever be forced to leave school simply because of lack of money. It is, however, always expected of a student that she will help herself as much as possible and perform faithfully all duties falling upon her. Means of assistance are stated in the following paragraphs.

*Employment:* A number of opportunities for remunerative employment are open to those who need financial assistance. These positions require work in the school office, library, and dining-room. On account of the nature of the duties to be performed *new students are not eligible for positions in the office and library*, but may, if application is made early enough, secure positions in the dining-room. All the employees in our dining-room are students, and many young women have worked their way through their entire course in this way. In view of the large number of applicants for these positions, the school cannot promise that such a place will be available in every case, but applications will be received and positions given wherever possible. While the effort is made to prevent these positions from interfering with the school work of the students holding them, it is not possible to excuse student employees from any school requirements, *and in some cases it may be necessary for such students to take slightly less than the full amount of class-work, which will probably necessitate attendance for a somewhat longer period than would otherwise be required.*

*State Scholarships:* The Act of the Legislature establishing the school provides for the attendance, without charge for tuition, of a certain number of students, said students to be nom-



inated for the scholarships by the division superintendents of schools in their respective counties and cities. Any young lady desiring an appointment as a state student should apply to the president of this school for an application blank upon which full directions are given. An application blank may be found at the end of this catalog also. All students applying for scholarships must fulfill the requirements for admission as stated herein. The scholarship entitles the holder to *free tuition* (not board) during her residence at the school. Persons who *have* taught in the public schools of Virginia will not be charged tuition, neither will students be charged any tuition who promise to teach in the public schools of Virginia for two years after leaving this institution.

*State Loan Fund:* The State Legislature has made provision for the maintenance of a students' loan fund, from which sums not to exceed \$150 annually may be lent to worthy students on proper security at four per cent. interest. Applications for the use of this fund should be made to the president of the school.

*Alumniæ Fund:* The graduating class of 1911 established an aid fund for the use of worthy students who find it impossible to meet all their expenses in completing their courses. The classes of subsequent years have added a considerable sum to the original amount. For the present the use of this fund will be limited to seniors, and application should be made to the president of the school.

*Caroline Sherman Fund:* The Fairfax County Chapter of the Daughters of the American Revolution has very generously placed at the disposal of the school an aid fund for the use of members of the graduating class who find it impossible to meet their entire expenses in completing their work. This fund has been named in honor of Mrs. Caroline C. A. Sherman, wife of the late Captain Franklin Sherman, of Fairfax County. As an officer and a member of the Fairfax County Chapter, Mrs. Sherman has been an untiring worker for the advancement of public education. Applications for assistance from this fund should be presented to the president of the school.

*Franklin Sherman Loan Fund:* On August 9, 1915, four months after the death of Captain Franklin Sherman, a fund



was established by members of his family for the aid of worthy students, as a memorial to this distinguished and beloved citizen who for thirty years served on the school board of Fairfax County. Applications for assistance from this fund should be made to the president of the school.

*Heironimus Normal Scholarship:* A scholarship valued at \$150 per year has been established by the S. H. Heironimus Company, Roanoke, Virginia, for which graduates of the Roanoke City High Schools are eligible. Application should be made to the Superintendent of Public Schools, Roanoke, Virginia.

*Daughters of the Confederacy Scholarship:* A scholarship covering the cost of board has been established by the Virginia Division of the United Daughters of the Confederacy. Applicants must be lineal descendants of Confederate veterans and must be endorsed by the president of the division and chairman of the committee on education. Application should be made to Miss Elizabeth Embré Goode, Staunton, Virginia, before May 3 each year.

*Home Demonstration Scholarship:* By the efforts of Miss Ella G. Agnew, State Agent for Home Demonstration Work in Virginia, a scholarship valued at \$150 per year has been made available for a member of the canning clubs of the state who has made a good record in the club work and who is looking forward to a position as demonstration agent or similar industrial work. Application should be made to Mrs. M. M. Davis, Blacksburg, Virginia.

*Annie Cleveland Fund:* On December 19, 1916, Miss Annie V. Cleveland died. She had lived a long life of great usefulness, and her influence during the formative period of our school was most helpful. She had been connected with the school since its beginning. In honor of her memory, the Young Women's Christian Association has established a fund to be used for the aid of worthy students, under the direction of the president of the school. All past, present, and future students are asked to contribute something to this fund, but it should be an especial privilege to those who knew "Miss Annie" to thus honor her memory. Application for assistance from this fund should be made to the president of the school.

*Nell Farrar Fund:* In the summer vacation of 1913, following her attendance at this school for two years, Miss Nell Christine Farrar, of Clifton Forge, Virginia, lost her life by accidental drowning. She had been a most popular student, and in loving memory of her the Class of 1913 has established a scholarship fund at present amounting to \$115. Application for assistance from this fund should be made to the president of the school.

*Old Dominion Fund:* An aid fund has been started by a citizen of Harrisonburg, a prominent public official who has been a staunch friend of the school for a number of years, and to whose efforts its development is largely due. It is expected that others will contribute to this fund, which will be used in aiding worthy students to meet their expenses at the school. Application for assistance should be made to the president of the school.

The scholarships and aid funds have been of very great assistance to many worthy young women; and it is hoped that other friends of education will provide in the near future "aid funds" for students of this school. Sums from such funds can be lent to worthy students, to be returned after they have begun teaching and have had time to earn enough to reimburse the fund. This should appeal to persons of means as a most worthy manner in which to invest money and reap a manifold return in the influence which a trained mind may exert on the rising generation. Any sum, large or small, contributed to the school for this purpose, will be faithfully used and greatly appreciated by the management and by students. *Scholarships covering all or a part of a student's expenses and bearing a name designated by the donor will be established upon the receipt of the necessary sum.* The president of the school will be pleased to correspond with any person on this subject.

#### PRIZES FOR ESSAYS

During the past session, through the generosity of friends of the school and patriotic organizations, our students have had the privilege of competing for several prizes in the preparation of regular graduation or special essays. Reference to the for-



mer is made on a previous page. The prizes at present available are:

*The Conrad Prize:* Ten dollars given by Hon. George N. Conrad for the best essay prepared by a student of the Normal School on Rockingham County.

*The Dingleline Prize:* Ten dollars given by Mr. and Mrs. Raymond C. Dingleline for the best senior essay submitted during the session.

These prizes have proved very valuable in stimulating literary effort among the students; and it is probable that they will be available during following sessions.

### GIFTS TO THE SCHOOL

Each year a number of highly valued gifts have been presented to the school. These have taken the form of contributions to scholarship funds, prizes, casts, articles of furniture, etc. During the past year, all of the students and alumnæ of the school have concentrated their efforts on one accomplishment, the erection of Alumnæ Hall. This building, now practically completed, stands on Blue Stone Hill as the crowning achievement of a loyal band of students and alumnæ.

## GRADUATES AWARDED DIPLOMAS

June 7, 1921

### PROFESSIONAL COURSES

Mazie Elizabeth Aistrop	Faber, Nelson County
Estelle Howard Baldwin	Pulaski, Pulaski County
Mildred Elizabeth Barker	Portsmouth
Laura Louise Beatty	Lovettsville, Loudoun County
Hazel Agnes Thurlow Bellerby	Richmond
Coralese Virginia Bottom	Richmond
Susie Fitzgerald Bourdon	McKenney, Dinwiddie County
Willie Mae Branham	Nortonville, Albemarle County
Martha Frances Brown	Danville
Mary Agnes Christian	Appomattox, Appomattox County
Zadie Kathleen Davis	Pamplin, Appomattox County
Lila Boyd Deisher	Eagle Rock, Botetourt County
Hazel Irene Donovan	Harrisonburg
Maria Catherine Dove	Gretna, Pittsylvania County
Virginia Taylor Drew	Richmond
Mary Elizabeth Dunn	Houston, Halifax County
Phyllis Wall Eastham	Flint Hill, Rappahannock County
Annie Elgin	Clifton Station, Fairfax County
Brenda Durette Elliott	Shenandoah, Page County
Anna Katherine Estes	Harrisonburg
Lucille Helen Eubank	Bedford, Bedford County
Lucy Corinne Evans	Waterview, Middlesex County
Virginia Elizabeth Faulkner	Blacksburg, Montgomery County
Florence Louise Fuqua	Drewry's Bluff, Chesterfield Co.
Mary Lee Gardner	Suffolk, Nansemond County
Mildred Rebecca Garter	City Point, Prince George County
Gladys May Gwym	Norfolk
Florence Amelia Hauer	Clifton Forge
Grace Emma Henty	Roanoke
Marion Estelle Hodges	Portsmouth
Gladys Hopkins	McGaheysville, Rockingham County
Lelia Florence Hounshell	New Market, Shenandoah County
Annie Katherine Hundley	Whitmell, Pittsylvania County
Alice Peyton Jamison	Boone Mill, Franklin County
Bernie Brown Jarratt	Jarratt, Sussex County
Frankie Jones	New Castle, Craig County
Marie Ellen Kilby	Hughes River, Rappahannock County
Reba Novella Kramar	Monterey, Highland County
Lucie Mae Land	Danville
Anna Gladys Lee	Richmond
Anna Burleigh Lewis	Chilhowie, Smyth County
Margaret Lynn Lewis	Lynnwood, Rockingham County
Blanche Agnes McCauley	New Hope, Augusta County
Lucille Warren McClung	Eagle Rock, Botetourt County
Rita Jeanetta McGaha	Lovettsville, Loudoun County
Katherine Victoria Mahoney	Seven Mile Ford, Smyth County
Helen Lucille Marshall	Roseland, Nelson County
Virginia Josephine McCartney	Vaucluse, Frederick County
Ethel Vernice Miller	Norfolk
Vada Catherine Miller	Bridgewater, Rockingham County



Jessie Bell Mish .....	Greenville, Augusta County
Ruth Pendleton Moon .....	Scottsville, Albemarle County
Martha Katherine Moore .....	Timberville, Rockingham County
Masie Livinia Morgan .....	Brunswick, Ga.
Charlotte Anne Morris .....	Gaylord, Clarke County
Caroline Hellen Muse .....	Petersburg
Ruth Cleveland Newman .....	Thaxton, Bedford County
Jennie Stuart Nicholas .....	Port Republic, Rockingham County
Ellen Sarah Nock .....	Wachapreague, Accomac County
Frances Louvenia Oakes .....	Whitmell, Pittsylvania County
Anna Lee Payne .....	Midlothian, Chesterfield County
Chloe Gladys Peck .....	Roanoke
Helen May Richardson .....	Richmond
Edythe Claire Robson .....	Rixeyville, Culpeper County
Mary Bowman Rumburg .....	Macedonia, Ohio
Frances Marling Sawyer .....	Expo, Norfolk County
Olivia Aera Showalter (March 1921) .....	Harrisonburg
Gertrude Bain Smith (March 1921) .....	Madison, Madison County
Mary Elizabeth Smith (March 1921) .....	Madison, Madison County
June Wright Steele .....	Harrisonburg
Mary Louise Stephens .....	Martinsville, Henry County
Mary Anne Swift .....	Gays, Louisa County
Ruth Tomko .....	Disputanta, Prince George County
Edith Rowland Ward .....	Norfolk
Kathryn Eagle Willson .....	Parnassus, Augusta County
Elizabeth Hightower Wimbish .....	Scottsburg, Halifax County
Iona Mae Wimbrough .....	Chincoteague, Accomac County
Ruth Esther Woody .....	Portsmouth

## HOME ECONOMICS COURSES

Margarette Louise Abbott .....	Evington, Campbell County
Helen Laura Baber .....	Round Hill, Loudoun County
Frances Dorothea Buckley .....	Clifton Station, Fairfax County
Marjorie Bullard .....	Bluefield, West Virginia
Virginia Alese Burgess .....	Fork Union, Fluvanna County
Elizabeth Melville Burkhardt .....	Richmond
Anna Seaton Cameron .....	Newport News
Frances Ella Chittum .....	Harrisburg, Pennsylvania
Elizabeth Daniel .....	Charlotte Court House, Charlotte County
Mary Davison .....	Lexington
Esther Mary Evans .....	Richmond
Ruth Givens Fulton .....	Staunton
Margaret Elizabeth Funk .....	Stephens City, Frederick County
Louise Elizabeth Gibboney .....	Richmond
Anne Bathurst Gilliam .....	Petersburg
Rebecca Anna Gwaltney .....	Wakefield, Sussex County
Mary Lees Hardy .....	Winchester
Helen Henrietta Heath .....	Wardtown, Northampton County
Grace Harvey Heyl .....	University, Albemarle County
Ella Virginia Holloran .....	Lynchburg
Rosa Elizabeth Hopkins .....	Stuart, Patrick County
Annette Louise Houston .....	Fairfield, Rockbridge County
Bertha Agnes Huffman .....	Mt. Sidney, Augusta County
Lena May Kemp .....	Hampton, Elizabeth City County
Eunice Elizabeth Lambert .....	McGaheysville, Rockingham County
Hazel Elliott Lyon .....	Pulaski, Pulaski County
Margaret Ligon Martin .....	Middlebrook, Augusta County

Gladys Williams Nichols .....	Portsmouth
Lucy Mearle Pearce .....	Marietta, Georgia
Lula Priscilla Phipps .....	Chincoteague, Accomac County
Ruth Quigg .....	Clifton Station, Fairfax County
Sue Raine .....	Lynchburg
Mary Elizabeth Redd .....	Prospect, Prince Edward County
Sadie Rich .....	Emporia, Greenville County
Blanch Arlington Ridenour .....	Petersburg
Alberta Coiner Rodes .....	Greenwood, Albemarle County
Emily Maitland Round .....	Manassas, Prince William County
Frances Tabb .....	Portsmouth
Willie Lee Talley .....	Buffalo Junction, Mecklenburg County
Alma Josephine Tatum .....	University, Albemarle County
Helen Hamilton Thompson .....	Lexington
Elizabeth Genevieve Warwick .....	Norfolk
Elizabeth Poindexter White .....	Waynesboro, Augusta County
Bertha Goode Wilson .....	Bellevue, Bedford County

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July 29, 1921

### PROFESSIONAL COURSES

Reva Leake Bare .....	Lexington
Emily Katherine Burger .....	Natural Bridge, Rockbridge County
Linda Louise Carter .....	Norfolk
Edna Ruth Dellinger .....	Mt. Jackson, Shenandoah County

### HOME ECONOMICS COURSES

Mary Thompson Moreland .....	Norfolk
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September 2, 1921

### PROFESSIONAL COURSES

Lucille Agnes Bowles .....	Sandiges, Amherst County
Mattie Cornelia Worster .....	Bruce, Norfolk County

December 20, 1921

### PROFESSIONAL COURSES

Eleanor Love Pendleton .....	Wytheville, Wythe County
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## GRADUATES AWARDED THE BACHELOR OF SCIENCE DEGREE

June 7, 1921

### ELEMENTARY TEACHING AND SUPERVISION ..

Mary Woodville Ferguson .....Clifton Station, Fairfax County  
Mrs. Wm. G. LeHew .....Harrisonburg  
Elise Augusta Loewner .....Harrisonburg  
Julia Ethel Parrott .....Stanardsville, Greene County

### HIGH SCHOOL TEACHING AND ADMINISTRATION

Sallie Lewis Browne .....Charlottesville  
Kathleen Huffman .....New Castle, Craig County  
Lena Maude Reed .....Penn Laird, Rockingham County  
Vergilia Pendleton Sadler .....Buckingham, Buckingham County  
Mary Margaret Thrasher .....Fairfax, Fairfax County  
Elizabeth Stuart Yancey .....Harrisonburg

### HOME ECONOMICS

Mary Letitia Brown .....Lincoln, Loudoun County  
Elizabeth Carroll Murphy .....Staunton  
Loudelle Virginia Potts .....Round Hill, Loudoun County  
Ruth Rodes .....Greenwood, Albemarle County

September 2, 1921

### HIGH SCHOOL TEACHING AND ADMINISTRATION

Nora Eliza Crickenberger .....Rustburg, Campbell County

# REGISTER OF STUDENTS

1921-1922

## FIRST, SECOND, THIRD, AND FOURTH (1921)

### QUARTERS

Abernathy, Rebecca Saline	....1, 2, 3	.....	Dinwiddie
Adams, Anice Clark	....1, 2, 3	.....	Pittsylvania
Adams, Marion Chiles	....1, 2, 3	.....	Alexandria
Adams, Mary Easley	....1, 2, 3	.....	Pittsylvania
Addington, Leona Horton	....1, 2, 3	.....	Wise
Allen, Anna Ruth	....1, 2, 3	.....	Lunenburg
Anderson, Aline Baker	....1, 2, 3	.....	Rockbridge
Anderson, Estelle Vernon	....1, 2, 3	.....	Rockbridge
Anderson, Helen Louise	....1, 2, 3	.....	Pittsylvania
Arrington Ruth Elizabeth	....1, 2, 3	.....	Surry
Artz, Sydney Martha	.....	4.....	Shenandoah
Aumack, Ciara Naomi	....1, 2, 3	.....	King William
Ayers, Mattie Seymour	....1, 2, 3	.....	Bath
Bailie, Louise Fenwick	....1, 2, 3	.....	North Carolina
Banks, Winifred Rebecca	....1, 2, 3, 4.....	.....	Norfolk
Bare, Katharine	....1, 2, 3	.....	Augusta
Bare, Reva Leeke	.....	4.....	Rockbridge
Barham, Frances Montgomery	....1, 2, 3	.....	Newport News
Barker, Eula Clementine	....1, 2, 3	.....	Sussex
Barlow, Isabel Virginia	....1, 2, 3	.....	Southampton
Baylor, Janice Eliose	....1, 2, 3	.....	Augusta
Bean, Josephine Ruth	....1, 2, 3	.....	West Virginia
Bear, Mary Bell	....1, 2, 3	.....	Harrisonburg
Beard, Catharine Jarman	....1, 2, 3, 4.....	.....	Augusta
Bell, Mildred Turner	....1, 2, 3	.....	Northampton
Bellerby, Thelma Amelia	....1	.....	Chesterfield
Biedler, Mary Lucile	....1, 2, 3	.....	Rockingham
Bishop, Melvina Blanche	....1	.....	Grayson
Bloxam, Mary Elise	.....	4.....	Northampton
Bolick, Mary Esther	....1, 2, 3	.....	Ohio
Bonney, Dorothy	....1, 2, 3	.....	Georgia
Borden, Mildred Kathryn	....1, 2, 3	.....	Warren
Borst, Mary Virginia	....1, 2, 3	.....	Petersburg
Bowles, Lucile Agnes	.....	4.....	Amherst
Bowman, Mamie Louise	....1, 2, 3	.....	Campbell
Bowman, Mary Katharine	....1, 2, 3	.....	Rockingham
Bowman, Pauline	....1, 2, 3	.....	Shenandoah
Boyd, Doris Wiley	.....	4.....	Mississippi
Boyer, Anna Lucille	....1, 2, 3	.....	Shenandoah
Bransford, Ruth Caldwell	.....	4.....	Fluvanna
Bresko, Pauline Dorothy	....1, 2, 3	.....	Prince George
Britt, Lillian Inez	....1, 2, 3	.....	Southampton
Britt, Mary Frances	....1, 2, 3	.....	Southampton
Brooks, Maude Bishop	....1, 2, 3	.....	Portsmouth
Brown, Carolyn Frances	....1, 2, 3	.....	Nansemond
Brown, Louella Frances	....1, 2, 3	.....	Loudoun
Browne, Hildamae	....1, 2, 3	.....	Delaware
Brownley, Sarah Roselyn	....1, 2, 3	.....	Norfolk City



Bruce, Eloise Tabitha	1, 2, 3	Culpeper
Bryant, Edith Catherine	1, 2, 3	Richmond
Bullard, Marjorie	1, 2, 3	West Virginia
Bulloch, Margaret Belle	1, 2, 3	Portsmouth
Burger, Emily Katherine	4	Rockbridge
Burnett, Elsie Lyle	1, 2, 3	Culpeper
Burroughs, Helen	1, 2, 3	Bedford
Cabell, Mrs. Elsie Hughes	3	Wise
Cale, Sarah Elizabeth	1, 2, 3	Prince Edward
Cameron, Anna Seaton	1	Newport News
Camper, Annie Rose	4	Botetourt
Carpenter, Anna Payne	1, 2, 3	Madison
Carpenter, Eula N.	1	Portsmouth
Carrier, Elizabeth Lucile	4	Page
Carroll, Virginia Sue	1, 2, 3	Southampton
Carter, Helen Margaret	1, 2, 3	Augusta
Carter, Linda Louise	4	Norfolk City
Chaffin, Sarah Agnew	1, 2, 3	Richmond City
Chalenor, Martha E.	1	Georgia
Chaney, Myrtle Lee	4	Halifax
Charles, Alese Russell	1, 2, 3	Newport News
Chewning, Audrey Carlyle	1, 2, 3	Fluvanna
Chinault, Ruby Pearl	1, 2, 3	Caroline
Christiansen, Anne Sophie	1, 2, 3	Newport News
Clark, Ann Maria	1, 2, 3, 4	Maryland
Clark, Sophie Lee	1, 2, 3	Frederick
Claytor, Mary Fred	1, 2, 3	Bedford City
Clement, Charlotte Alexander	1, 2, 3	Pittsylvania
Cline, Edith Virginia	4	Harrisonburg
Cline, Marjorie Elizabeth	1, 2, 3, 4	Harrisonburg
Cockerill, Martha Overton	1, 2, 3	Loudoun
Coffield, Roberta Powell	1, 2, 3	Portsmouth
Coffman, Olive Margaretta	1, 2, 3	Rockingham
Coghill, Hermine Virginia	4	Caroline
Coimer, Gladys Elizabeth	1, 2, 3	Augusta
Cole, Margaret	1, 2, 3	North Carolina
Collins, Elizabeth Shields	1, 2, 3	Augusta
Copper, Beatrice May	1, 2, 3	Rockbridge
Cornell, Marie Louise	1, 2, 3	South Carolina
Council, Anne Vivian	1, 2, 3	Southampton
Crank, Isabel Dorothy	1, 2, 3	Bedford
Crockett, Margaret Virginia	1, 2, 3	Pulaski
Cronise, Ola Goodwin	1, 2, 3	Botetourt
Crowder, Susie Kathleen	1, 2, 3, 4	Richmond City
Culpeper, Laura Jessie	4	Portsmouth
Cundiff, Claudine Catherine	1, 2, 3, 4	Roanoke
Current, Ruth Augusta	1, 2, 3	North Carolina
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Chase, Lucy May	Norfolk
Chipley, Anna Bell	Lynchburg
Clarke, Laura Gazelle	Lancaster
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Clem, Dora Catherine	Shenandoah
Clem, Maude Elizabeth	Shenandoah
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Cline, Edith Virginia	Rockingham
*Cline, Frances Lula	Rockingham
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Cline, Marjorie Elizabeth	Rockingham
Cline, Mary Jane	Harrisonburg
*Cline, Virginia Moore	Rockingham
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*Cooper, Anne Elizabeth	Norfolk
Cooper, Iva Vistula	Rockingham
*Cooper, Luetta M.	Norfolk
*Coplan, Mary	Norfolk
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*Craun, Roberta Catherine	Rockingham
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*Crowder, Susie Kathleen	Richmond
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*Cundiff, Claudine Catherine	Roanoke
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*Daniel, Emma Ida	Greene
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*Deisher, Mary Clyde	Botetourt
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*Dexter, Rose Lee	Norfolk
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Dickerson, Jessie Lee	Nottoway
*Dickie, Alice Dunbar	Nelson
*Dickie, Emily L.	Nelson
Dickins, Mrs. Maude	Prince William
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*Driver, Anna Arlene	Rockingham
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Lauck, Lula	Frederick
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*Lias, Charlotte Keyser	Shenandoah
Life, Mr. George Dewey	Rockingham
Lightner, Mildred Madora	Augusta
Lindsav, Henry Leith	Loudoun
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*Long, John L.	Rockingham
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*McIvor, Jannie Moseley	Campbell
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*McKenzie, Mary W.	Hanover
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Sites, Mary Virginia .....	Augusta
Sizer, Miriam McKnight .....	Orange
Skelton, Hetty Anna .....	Augusta
Skinner, Annie May .....	Nansemond
*Sletten, Alfie Inga .....	Charles City
Smith, Edith Claire .....	Loudoun
Smith, Esther Lee .....	Fauquier



Smith, Eulah Alice .....	Nelson
Smith, Florence Elizabeth .....	Warren
Smith, Helen Glenn .....	Campbell
Smith, Jessie J. ....	Rockingham
Smith, Mary Elizabeth .....	Rockbridge
Smith, Mary Willie .....	Loudoun
Smith, Mrs. Mary V. ....	Norfolk
*Smith, Mrs. Wm. Day .....	Albemarle
Snarr, Elmer Clinton .....	Shenandoah
Snead, Mary Miller .....	Fairfax
Snow, Eula Mabel .....	Greene
Solenberger, Prudence Esther .....	Frederick
Sours, Lessye Easley .....	Pittsylvania
Sowers, Princess G. ....	Campbell
Spatig, Annie Margaret .....	Brunswick
Sperry, Bessie May .....	Frederick
*Spitler, Charles Cunningham .....	Rockingham
Spitler, Mary Virginia .....	Augusta
Spitzer, Tracie Irene .....	Prince William
Spry, Sarah Sue .....	Princess Anne
Stanley Louise .....	Hanover
St. Clair, Lucy Amelia .....	Loudoun
Steed, Ethel Mae .....	Warren
Steed, Nellie Rebecca .....	Warren
Steele, Lorena .....	Frederick
Stickley, Mary Ethel .....	Warren
Stokes, Mrs. Ruby Burke .....	Warren
Stone, Viva Lois .....	Alleghany
Stone, Mamie Sue .....	Mecklenburg
Stoneburner, Ada Maie .....	Shenandoah
Stoneburner, Alma Carper .....	Shenandoah
Stoutamyre, Mrs. Hazel H. ....	Augusta
*Stover, Ella Antrim .....	Fauquier
Strickler, Margaret M. ....	Shenandoah
Strickler, Nellie Virginia .....	Shenandoah
*Stuart, Virginia White .....	Highland
Sublette, Claudia Irene .....	Campbell
Summers, Elva Lankford .....	Norfolk
Summers, Nora Harris .....	Rockingham
Stump, William Hamilton .....	Augusta
*Suter, Reba Elizabeth .....	Harrisonburg
*Swecker, Nina Randolph .....	Rockingham
Swecker, Ora Elizabeth .....	Rockingham
*Swecker, Ruby Reginia .....	Rockingham
Swineford, Kate Richardson .....	Chesterfield
Swoope, Helen Forrest .....	Boutetourt
Swoope, Lottie Catherine .....	Rockingham
Swoope, Virginia Pauline .....	Boutetourt
Tait, Margaret Gardner .....	Alexandria
Tavener, Beulah Allene .....	Fauquier
Tayloe, Annie Hinton .....	North Carolina
*Taylor, Bessie Stevenson .....	Norfolk
Taylor, Frances Collins .....	Richmond
Terrell, Dorothy Vernon .....	Bedford
Thomas, Hanna Janney .....	Loudoun
Thomason, Blanche Louise .....	Henry
*Thompson, Frances Virginia .....	Rockingham
Thompson, Mary Edmondia .....	Clarke
*Thompson, Raymond F. ....	Rockingham

*Thornton, Bessie Myrtle .....	Winchester
Thornton, Sadie Ray .....	Rockingham
*Thurmond, Nora Evelyn .....	Nelson
Tidler, Thelma Belle .....	Shenandoah
*Tiller, Clara E. ....	Hanover
Tippett, Joseph Pearl .....	Maryland
Tompkins, Mary Claire .....	Roanoke
Trainham, Stewart Elizabeth .....	Loudoun
Trent, Inez Margarette .....	Campbell
Trevey, Mary Laurence .....	Bedford
Trevey, Olly Elmo .....	Botetourt
Trimble, Lula May .....	Highland
Trittipoe, Ruth Magaha .....	Loudoun
Troth, Annie .....	Prince William
Trout, Belmont .....	Augusta
Trout, Olive Virginia .....	Augusta
Trumbo, Ethel Florence .....	Rockingham
Trumbo, Mary .....	Rockingham
Trussell, Susanna .....	Loudoun
Turk, Florence Elizabeth .....	Augusta
*Turner, Laura Roberts .....	Nelson
Turner, Mrs. Olivia Jane .....	Roanoke
Tyler, Hattie Belle .....	Nelson
Tynes, Birdie Bell .....	Surrey
Tyree, Bessie Gold .....	Alleghany
Tyree, Beulah Eugenia .....	Alleghany
Van Devander, Anna Runa .....	West Virginia
Van Devander, Elizabeth S. ....	West Virginia
Vaughan, Josie Rebecca .....	Southampton
*Vermillera, Ruby Almedia .....	Richmond
Via, Elizabeth Marie .....	Augusta
Vint, Mary Whisner .....	Augusta
Waddill, Orie Isabell .....	Nelson
Wade, Eda Hattie .....	Rockbridge
Wade, Lorena .....	Highland
Wade, Mae Winston .....	Highland
Wade, Sarah Florence .....	Highland
Wagner, Lady Edna .....	Rockingham
Walker, Elizabeth Virginia .....	Rockbridge
*Walker, Lona Earle .....	Pittsylvania
Walter, Mary Virginia .....	Fauquier
Walters, Mary Josephine .....	Rockingham
Wampler, John Galen .....	Rockingham
Ware, Mary Blanche .....	Goochland
Wartham, Fannie M .....	Lynchburg
Wartham, Nell Sue .....	Southampton
Watson, Jessie Edith .....	Loudoun
*Watson, Florence Kathleen .....	West Virginia
Watts, Helen Esther .....	Augusta
Wathan, James Leo .....	Maryland
*Waybright, Marguerite Susan .....	Loudoun
Webb, Marion Alice .....	Augusta
Wells, Allie Branch .....	Brunswick
Wells, Lucinda D. ....	Dinwiddie
Wenger, Barbara Madaline .....	Rockingham
Whetzel, Linnie Lee .....	Harrisonburg
White, Ruth .....	Nottoway
Whitehead, Frances Antionette .....	Nelson
Whitfield, Gladys .....	Nansemond



Wiard, Katherine Madora .....	Loudoun
Widdifield, Aledia Alice .....	Rockbridge
Wilberger, Alma Lucille .....	Rockingham
Wilkerson, Janice Elizabeth .....	Clifton Forge
Wilkins, Nellie Bly .....	Westmoreland
Wilkinson, Geneva .....	Chesterfield
Wilkinson, Matilda Oswald .....	Warren
Willey, Ethel Thornton .....	Elizabeth City
*Williams, Lena Sara .....	Norfolk
Williams, Louise Moffett .....	Rockingham
Williams, Nina Clarke .....	Frederick
Williams, Virginia Oveda .....	Norfolk
*Williamson, Elizabeth .....	Shenandoah
Williamson, Mildred Lee .....	Bedford
Willis, Mary Elizabeth .....	Brunswick
Wine, Leona Ernestine .....	Augusta
Wine, Marguerite Elizabeth .....	Augusta
Wise, Editha Newton .....	Lynchburg
Witham, Nellie Elizabeth .....	Richmond
*Witherow, Ariadne Lavania .....	Harrisonburg
*Witherow, Margaret Coles .....	Harrisonburg
Witt, Hilda Alice .....	Nelson
Wolfe, Rachel Metford .....	Albemarle
Wood, Mittie Josephine .....	Campbell
Wood, Thelma Vivian .....	Norfolk
Woodell, Clara Elizabeth .....	Augusta
*Woodson, Mrs. Eva S .....	Nelson
Woore, Ada Love .....	Frederick
*Worster, Mattie Cornelia .....	Norfolk
Wright, Barbara Frances .....	Rockingham
Wright, Hattie Anna .....	Rockingham
Wright, Laura Blanche .....	Nelson
Wright, Roy Hugh .....	Rockingham
Wright, Ruth Evelyn .....	Norfolk
*Wyant, Lena .....	Rockingham
Yancey, Gladys Alberta .....	Albemarle
Yates, Emma Aliece .....	Middlesex
Yates, Margaret Frances .....	Shenandoah
Yeager, Margaret Conway .....	Culpeper
*Yeatts, Emma Otelia .....	Pittsylvania
*Yeatts, Luna .....	Pittsylvania
Yount, Eva Maria .....	Augusta
Zilles, Dorolyn June .....	Dinwiddie
Zirkle, Lucille Will .....	Shenandoah
*Attended both terms.	

# SUMMARY OF STUDENTS

## The School Year—1921-1922

A. Enrolled in Normal Professional Courses:			
Summer Quarter (1921)	84		
Fall Quarter (1921)	374		
Winter Quarter (1922)	362		
Spring Quarter (1922)	359		
Total Different Students	438	438	
B. Enrolled in Summer Quarter		921	
Less duplicates	84		
(Not registered in Normal School)			
		837	837
C. Special Students Music Department		37	37
(Not registered in Normal School)			
D. Students in Training Classes:			
1. Kindergarten—City Schools	33		
2. Elementary Grades—City Schools	258		
3. City Junior High School	140		
4. Rural Junior High School	25		
5. Home Economics Practice Classes			
City Schools	120		
Pleasant Hill—Rural Jr. H. S.	10		
Bridgewater High School	22		
Dayton High School	10		
Weyers Cave High School	40		
McGaheysville High School	14		
Elkton High School	15		
Mabel Memorial (El. Sc.)	14		
Mt. Crawford Jr. H. S.	14		
Mt. Sidney High School	8		
Timberville High School	18		
Shenandoah Collegiate Institute	5		
6. Health Teaching:			
City Schools	475		
		1221	
Less duplicates	114		
		1107	1107
Grand total of students receiving instruction from the			
Harrisonburg Normal School			2419



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The following form should be filled out by applicants and forwarded to the President of the school, from whom other blanks may be obtained if desired. Please answer all questions.

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## APPLICATION FOR ADMISSION

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### STATE NORMAL SCHOOL FOR WOMEN

HARRISONBURG, VA.

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1. Each applicant will please fill in the following blank in her own handwriting.

2. Upon receipt of this application, unless the applicant is a graduate of an accredited high school, the President will send the applicant another blank form, upon which it will be requested that the principal or teacher of the school last attended by the applicant shall state the studies pursued and the advancement made in each.

3. After filling in the following blank, *mail it in a sealed envelope to*  
SAMUEL P. DUKE, *President,*  
HARRISONBURG, VIRGINIA.

Date.....192....

1. Name .....

2. Postoffice .....  
(or Street Address)

3. County ..... 4. Age.....  
(or City)

5. Name of Parent or Guardian .....  
(if you are not 21 years of age)

6. Home address .....  
(if different from yours)

7. What schools have you attended above seventh grade, and how long in each? .....

.....  
.....

(OVER)

8. Have you completed the course in your home high school?.....

In what year did you graduate? .....

9. How many years in this course?.....Is it accredited?.....

10. If you have not completed the high school course at your home school, how much high school work have you done? .....

.....

11. Do you hold a teacher's certificate.....12. What grade?.....

.....

13. Have you taught? ..... 14. Where?.....

.....

15. How long? .....

16. When do you expect to enter? .....

17. What course do you expect to take? .....

.....

18. What year of this course do you think you can enter? .....

19. How long do you expect to attend this school? .....

20. Are you in sound health so far as you know? .....

(If not, explain in letter why not.)

21. Do you prefer to be in one of the dormitories? .....

22. Have you any preference as to room-mates? (Name) .....

.....

23. Do you wish to apply for a State Scholarship entitling you to free tuition? .....

24. If so, is it your intention to teach in the public schools of Virginia in accordance with the law granting free tuition to students?

(Sign your name here) .....



## MAP OF VIRGINIA

Showing Railroad Connections to Harrisonburg—Southern, B. & O. and C.-W. Railroads direct. N. & W. via Elkton, and C. & O. via Staunton or Lexington.

(Circles are fifty miles apart, showing distance of any part of the State from Harrisonburg.)



